



Year 4 Term 3 – 2026

Curriculum Overview

Mathematics

This term, students will continue to develop and apply their mathematical understanding across the following areas:

Number and Place Value – Students will develop their number knowledge and fluency by working with numbers to 99 999, rounding to the nearest 10, 100 and 1 000, and identifying number sequences involving multiples of 3, 4, 6, 7, 8 and 9. They will continue to develop their skills in adding and subtracting five-digit numbers, multiplying and dividing by 10, 100 and 1 000, recalling multiplication facts to 12×12 and related division facts, and solving problems involving fractions and decimals.

Fractions and Decimals – Students will revise fractions of a collection, including improper fractions and mixed numbers. They will convert mixed numbers to decimals and compare, order and locate fractions and decimals on a number line.

Patterns and Algebra – Students will develop their algebraic understanding by finding unknown values in number sentences.

Money and Financial Mathematics – Students will solve money problems involving calculating totals and giving change to the nearest 5 cents.

Using Units of Measurement – Students will convert between units of measurement and apply their understanding to solve problems involving time.

Problem Solving and Reasoning – Students will develop their reasoning skills by interpreting tables, using number lines, applying logical thinking, and solving multi-step problems.

For assessment: Students will complete a range of assessment tasks, including short-answer tests and problem-solving questions, to demonstrate their understanding of number and place value, fractions and decimals, and measurement and space concepts.

Humanities & Social Sciences (Semester 2)

Australia before, during and after European settlement

Students will investigate and learn to recognise the significance of events in bringing about change. They will investigate how and why life changed in the past, identify aspects of the past that remained the same and describe the experiences of people in the past. Students will also develop their understanding of factors that shape a person's identity and sense of belonging.

For assessment: Students will explain aspects of life in Australia before, during and after European settlement in an extended response task.

Health

Healthy Habits and Protective Behaviours (Semester 2)

Students will identify gender expectations that might be harmful and unfair and discuss rights, respect, fairness and equality in the context of stereotypes.

They will discuss how help-seeking and reporting strategies support rights and promote the health, safety and wellbeing of themselves and/or peers. Students will learn to understand the ethical implications for bystanders and practise help-seeking and reporting strategies.

For assessment: Students complete a short-written task to demonstrate understanding

Physical Education

Volleyball - Students perform the fundamental skills associated with Volleyball. These include; passing, digging and serving.

For assessment: Students must demonstrate and apply these skills in a modified game setting.

English

Building an argument

Students will engage with a variety of texts that provide a stimulus for building an argument, including picture books, short novels, films, non-fiction texts and persuasive texts, which will serve as models for creating their own work.

Students will read, view and comprehend texts that extend them as independent readers. They will explore how text structures and language features are used to sequence and connect ideas, including the use of text connectives to create cohesion and support meaning.

Students will identify the subjective language used to express opinions and feelings and the objective language used to present factual information. Through shared and independent writing and learning experiences, they will explore the persuasive features of an argument and create spoken texts to present and justify their viewpoints using appropriate interaction skills and features of voice.

For assessment: Students will create and present a spoken argument to share and extend ideas, opinions and information with an audience of the local council. Their purpose will be to persuade the council to take action to protect native mice.

Science

Biological sciences

Students will investigate different habitats, including their local habitat, to identify the roles of organisms and their feeding relationships. They will learn to classify organisms as producers, consumers or decomposers and explain the important role each plays within a habitat.

Students will construct food chains using drawings, labels, images, arrows, models or digital tools to represent the feeding relationships between producers and consumers.

Students will use graphs to investigate the effects of changing numbers of producers or consumers within a habitat and predict how introduced predators can affect food chains. They will use scientific vocabulary to communicate their ideas and findings about the roles of organisms and feeding relationships and explain the effects of introduced organisms on food chains.

For assessment: Students will complete a short-response task in which they identify producers, consumers and decomposers in habitats, construct food chains and explain the feeding relationships and roles of organisms within a habitat.

The Arts - Music

Students develop their music reading and performance skills by interpreting and performing music using standard notation. They practise playing G, A and B on the recorder, make connections between letter names and solfa, and perform pentatonic melodies on recorder and tuned percussion. Students improvise and refine musical ideas while applying their understanding of pitch and notation.

For assessment: Students demonstrate their learning by improvising using the pentatonic scale, rewriting a familiar melody from stick notation into standard staff notation, and performing learnt pentatonic songs on the recorder.

The Arts – Media – (Persuade to Protect)

Students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving images.

For assessment: Students will be assessed on a collection of work that demonstrates their understanding of creating media artworks. They will use their knowledge from the unit to inform the making of a collaborative television-style advertisement, which persuades a targeted audience to protect an animal.

