

## Year 4 - Semester 1 2026

Learning area	Unit Summary	
<b>English</b>	<p><b>Storytime Tales – Reading, viewing and creating picture books</b></p> <p>Students as authors, create imaginative stories with a sequence of events in a familiar structure to share with an audience of their peers.</p> <p>They listen to, read, view and interpret spoken written and multi-modal texts including picture books, short novels, graphic novels. Students identify and describe sequences of events that develop over chapters and unusual happenings within a framework of familiar experiences. These texts will include varied sentence structure and some unfamiliar vocabulary.</p> <p>Students create a written and/or multi-modal stories, developing storylines, characters and settings. Paragraphs will be used to sequence and link events. Language features, including complex sentences, literary devices and visual features are used to engage the audience.</p>	<p><b>A convict story</b></p> <p>Students engage with historical fiction and use relevant details create a character profile of a convict to retell the story of their life in coming to Australia.</p> <p>They listen to, read and view texts to inform, and use them as models for creating their own work. They describe how ideas are developed including through characters and events. They describe how language features including literary devices and visual features shape meaning.</p> <p>They use details from learned topics to share, develop and extend ideas and information through the creation of a convict story about their life. They use language features including complex sentences, topic-specific vocabulary, literary devices and visual features. They write texts using clearly formed letters with developing fluency.</p>
<b>Mathematics</b>	<p>Students further develop proficiency with positive dispositions towards mathematics and its use as they:</p> <p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder.</li> <li>recall and demonstrate proficiency with multiplication facts up to 10 x 10 and related division facts; extend and apply facts to develop efficient mental strategies for computation with larger numbers without a calculator.</li> <li>explain and use the properties of odd and even numbers.</li> <li>find unknown values in numerical equations involving addition and subtraction, using the properties of numbers and operations.</li> <li>follow and create algorithms involving a sequence of steps and decisions that use addition or multiplication to generate sets of numbers; identify and describe any emerging patterns.</li> </ul> <p><b>Statistics and Probability</b></p> <ul style="list-style-type: none"> <li>acquire data for categorical and discrete numerical variables to address a question of interest or purpose, using digital tools; represent data using many-to-one pictographs, column graphs and other displays or visualisations; interpret and discuss the information that has been created</li> <li>conduct statistical investigations, collecting data through survey responses and other methods; record and display data using digital tools; interpret the data and communicate the results.</li> </ul>	<p>Students further develop proficiency with positive dispositions towards mathematics and its use as they:</p> <p><b>Number and Algebra</b></p> <ul style="list-style-type: none"> <li>develop efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder</li> <li>use mathematical modelling to solve practical problems involving additive and multiplicative situations including financial contexts; formulate the problems using number</li> <li>sentences and choose efficient calculation strategies, using digital tools where appropriate; interpret and communicate solutions in terms of the situation</li> </ul> <p><b>Measurement and Space</b></p> <ul style="list-style-type: none"> <li>represent and approximate composite shapes and objects in the environment, using combinations of familiar shapes and objects.</li> <li>create and interpret grid reference systems using grid.</li> <li>references and directions to locate and describe positions and pathways.</li> <li>recognise line and rotational symmetry of shapes and create symmetrical patterns and pictures, using dynamic geometric software where appropriate.</li> </ul>
<b>Science</b>	This learning area will be taught, assessed and reported on in Semester 2	
<b>HASS</b>	<p><b>History - Australia before, during and after European settlement</b></p> <p>Students will explain how and why life changed in the past and identify aspects of the past that have remained the same. They will describe the experiences of an individual or group in the past.</p>	<p><b>Geography- Sustaining Environments</b></p> <p>Students describe and compare the diverse characteristics of different places at local to national scales. They will identify the interconnections between components of the environment and between people and the environment.</p>
<b>HPE</b>	<p><b>Physical Education:</b></p> <p>Student will practise and refine fundamental movement skills in a variety of movement sequences and situations and apply movement concepts and strategies for athletics</p> <hr/> <p><b>Health:</b></p> <p>Students will engage in a range of tasks related to health and safety, growth mindset, wellbeing, and growing and changing</p>	
<b>Technologies</b>	<p><b>Digital Technology</b></p> <p>Students will explore with EV3s and learn how robots are used in the real world to implement solutions. They will use computational thinking skills to develop a simple understanding of an algorithm to implement solutions to problems using a block-based visual programming language. Students will use this code with sensors to control their EV3 robot to meet a series of driving challenges.</p>	
<b>The Arts</b>	<p><b>Media Arts</b></p> <p>Students will rehearse and present drama exploring ideas and issues, roles, and character. They will begin learning about staging, rehearsal and acting skills, and present informal and formal performances to audiences. Students will experience and respond to a range of drama.</p> <hr/> <p><b>Music:</b></p> <p>Students will develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns. They will read music notes on the staff and apply this knowledge to playing instruments such as the recorder and glockenspiel. Students will practise and record their performance of songs on an iPad.</p>	
<b>Chinese</b>	Students will continue to build their knowledge of the Chinese language (pinyin, characters, numbers, greetings, courtesy phrases, songs, cultural comparing and festivals). They will develop their skills in speaking, writing, reading and listening using Chinese language. They will learn to exchange greetings, introduce themselves and each other and express thanks and apologies in Chinese.	