



Curriculum Overview

Year 4 -Term 1, 2026

Religion

CHURCH

- People learn in communities
- Jesus teaches people to live good lives
- Members of the Church believe the teachings of Jesus to be important
- The Apostles handed on the teachings of Jesus
- God's family, the Church, teaches how to live as God wants

LENT/EASTER

- People show love and forgiveness
- God always forgives
- Jesus forgives and shows mercy
- Spiritual and corporal works of mercy make the world a better place
- The Church focuses on the Crucifixion of Jesus on Good Friday
- Followers of Jesus focus on love, mercy and forgiveness during Lent

English

READING

Reading groups will support student's reading skills and comprehension. Students are ability grouped according to their reading levels. Students rotate through activities which include:

Guided Reading Teacher observes students as they read the text in a round robin format,

Reader's Theatre Students orally read through parts of a script to promote fluency, expression and confidence. This is often recorded and uploaded to SeeSaw,

Comprehension Students will analyse and explain literal, inferential and implied information from a variety of texts, and

Literacy Pro Library Students will read independently and complete related quiz.

WRITING & CREATING

Students will be focusing on writing narratives.

SPELLING, GRAMMAR & VOCABULARY

Soundwaves is a Spelling program which incorporates phonemic awareness, synthetic phonics, morphology and etymology. This term, students will work through Units 1 to 10. Read and write a large core of high-frequency words including homophones and know how to use context to identify correct spelling.



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Mathematics

NUMBER & ALGEBRA

Number Foundations & Place Value

Big Idea: Understanding numbers deeply before operating on them

Block 1: Number Properties & Sequences

Investigate and use the properties of odd and even numbers (ACMNA071)

Investigate number sequences involving multiples of 3, 4, 6, 7, 8 and 9 (ACMNA074)

Explore and describe number patterns resulting from multiplication (ACMNA081)

Block 2: Place Value & Number Representation

Recognise, represent and order numbers to at least tens of thousands (ACMNA072)

Apply place value to partition, rearrange and regroup numbers to assist calculations (ACMNA073)

Block 3: Addition & Subtraction Reasoning

Find unknown quantities in number sentences involving addition and subtraction

Identify equivalent number sentences involving addition and subtraction (ACMNA083)

STATISTICS and PROBABILITY

Collecting & Representing Data

Focus Descriptors

Pose questions to collect categorical or numerical data by observation or survey (ACMSP093)

Construct suitable data displays, with and without the use of digital technologies, from given or collected data (ACMSP096)

MEASUREMENT & GEOMETRY

Used scaled instruments to measure and compare length, masses, capacities and temperatures

Compare objects using familiar metric units of area and volume

HaSS

CIVICS & CITIZENSHIP

- The purpose of government and some familiar services provided by local government
- The difference between rules and laws
- The importance and purpose of laws
- People belong to diverse groups, such as cultural, religious and/or social groups and this can shape identity

Health

PERSONAL, SOCIAL & COMMUNITY HEALTH

Students identify personal behaviours that promote health, safety and wellbeing in unsafe or uncomfortable situations. They know where to go or who to speak with to get help in a variety of different environments, including at home and at school. Students explain behaviours which convey respect and empathy and contribute to positive relationships.



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Technology

Digital Implementation

Process and Production Skills

- Students become familiar with the term NETIQUETTE and being a responsible citizen online.
- Students explore how to be 'Internet Awesome' and how to correctly use digital technologies safely.
- Students design and create a superhero avatar that is charged with teaching others about netiquette.

Technology Design

Producing and Implementing

- Students explore the meaning of a force and a machine.
- Students investigate Rube Goldberg machines.
- Students are given a marble run design task.

Science

In 2026, the new Version 9 (V9) Science Curriculum will be implemented.

In Year 4, students will investigate different materials and their properties and relate these to their use. Students pose questions to test food packaging and storage materials, and to identify the properties of the materials that make them suitable for their intended use. Students will plan investigations about the tensile strength of paper, a common type of packaging.

They make and record observations and use formal measurements to investigate waterproof materials. In the final assessment task students will provide a definition for materials, describe an everyday material in detail, explain what tensile is and provide some examples of the properties of everyday materials.



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Japanese

This semester, Year 4 students will be exploring the world of Japanese mascots. They will learn about the official mascots of the Tokyo 2021 Olympic and Paralympic Games and will use this as inspiration to design their own mascot to represent their classroom. Through this, students will learn how to state their mascot's name, age and to describe their body parts and colours. Students will also learn to describe where their mascot lives, and to discuss what sports they play. Students will present a speech introducing their mascot to the teacher and will also complete a reading/listening test on key vocabulary and structures.

Sport

This term in Year 4 sport, students will deepen their understanding of **invasion-based games** through focused units on netball, soccer and AFL. Over three weeks for each sport, they will develop strategic movement, effective passing, spatial awareness and defensive positioning while applying teamwork and communication in progressively complex game scenarios. Students will refine sport-specific skills—such as leading into space, maintaining possession under pressure, marking opponents, and transitioning between attack and defence—helping them move beyond basic technique toward tactical decision-making in modified match play.

Arts

Visual Art

In Visual Arts this term, students will explore the elements of value, shape, colour and texture through the creation of a toucan artwork inspired by the work of Gareth Lucas. Students will develop their understanding of how to use these elements together to create depth, contrast and visual interest into their art.

Performing Arts

This term, the Year 4 students will explore the elements of Dance. The students will develop their understanding of body, energy, space and time, through activities and exercises. The children will use their knowledge to create safe warm-ups and choreograph simple movements. Students will be provided with opportunities to apply their knowledge, by responding to various dance routines.