



# Curriculum Overview

## Year 4 -Term 2, 2026

### Religion

#### CONFIRMATION

- People learn how to manage their emotions through relationships.
- Jesus expressed his emotions in loving ways.
- People are strengthened by the Holy Spirit to live and love others as Jesus did.
- The Holy Spirit strengthens people through the Sacrament of Confirmation.
- Jesus taught his followers to love others.

#### EUCCHARIST

- People gather to celebrate
- Jesus celebrated with others
- The Eucharist began at the Last Supper
- Holy Communion unites people with Jesus in a special way
- The Liturgy of the Eucharist is the central part of the Mass
- People live a Eucharistic life

### English

#### READING & COMPREHENSION

In our classroom, these important reading and writing skills are developed every day through carefully planned reading activities. Your child is regularly supported to use different strategies when reading, such as using meaning, sentence structure, and sounding out words to understand texts. They are encouraged to check their understanding, notice when something doesn't make sense, and fix it independently. Through daily reading, students build both literal understanding and deeper thinking skills by discussing ideas, making connections, and sharing their opinions about texts. Alongside this, they are consistently practising how to improve their own writing by re-reading, adding detail, removing unnecessary words, and reorganising their ideas to make their work clearer and more effective.

#### WRITING

Students will be focusing on writing narrative/persuasive texts.

#### SPELLING

Soundwaves is a Spelling program which incorporates phonemic awareness, synthetic phonics, morphology and etymology. This term, students will work through Units 11-20. They will 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

- Solve problems involving addition and subtraction using a range of strategies
- Recognise and use the inverse relationship between addition and subtraction
- Find unknown quantities in number sentences
- Recall multiplication facts to  $10 \times 10$  and related division facts
- Develop efficient mental and written strategies for multiplication and division
- Solve word problems involving multiplication and division
- Recognise and describe number patterns
- Recognise, represent and order fractions
- Count by fractions and locate them on a number line
- Recognise and generate equivalent fractions
- Solve problems involving fractions in real-life contexts

#### Statistics & Probability

- Pose questions to collect data
- Identify and classify categorical and numerical data
- Collect and record data
- Construct and interpret data displays (e.g. tables, column graphs)
- Describe and interpret data using appropriate language (e.g. most, least, total)

These are developed daily through the activities:

**Understanding** – explaining strategies, recognising relationships

**Fluency** – recalling facts and performing calculations efficiently

**Problem Solving** – applying maths in real-world and multi-step contexts

**Reasoning** – justifying answers, explaining thinking, using mathematical language

### HaSS

This term in HaSS, students will continue to build their understanding of the key concepts of place, space, environment, interconnection, and sustainability as ways of thinking about the world. They will investigate how environments support the lives of people and other living things, while also exploring the idea that different perspectives exist on how sustainability can be achieved. In addition, students will further develop their mental map of the world through a focused study of the location and key characteristics of Africa and Europe.



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### Technology

#### Design Technology

In this unit, students explore how forces and material properties influence the behaviour of products and systems. Through hands-on investigations, students learn how pushes, pulls, friction and gravity affect movement. They examine how simple machines were designed to meet community needs by reducing effort and making work easier. Students analyse forces within systems such as Rube Goldberg machines and apply their understanding to investigate, design and test marble runs that control speed. The unit emphasises safe use of materials, collaboration, investigation and communicating design ideas using annotated drawings and technical language.

### Science

#### Contact and non- contact forces

Students are introduced to concepts about forces, including friction, gravity, and magnetism. The key understanding that forces can be exerted by one object on another through direct contact or from a distance and affect the motion (speed and direction) of objects is explored throughout this topic. Students learn how to use force arrows to represent the direction and magnitude of forces acting on an object. A range of hands-on investigations support students to work scientifically as they answer questions, test predictions and identify the attributes of a fair test. For NAIDOC Week students will explore the 6 Noongar seasons through various interactives.

### Health

This term, we will continue using the Highway Heroes (Sticking Up 4 Me) Program, discussing persistence and resilience as tools to respond positively to challenges and failure, such as using self-talk, seeking help, assertiveness and thinking optimistically.

Students will also be learning strategies that help manage the impact of changes to cope with situations and the demands of others. We will be integrating health information (for example, acceptable screen time usage and limits) with Information and Communication Technology



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### Japanese

Year 4 will continue exploring the world of Japanese mascots, building on the vocabulary and grammar covered in Term 1. They will complete designing their own original mascot to represent their class and will present a speech explaining their design to the teacher. They will practice stating the mascots name, age, describing the colours of their body parts and will learn to discuss sports and where their mascot lives. They will also complete a reading/listening test on key vocabulary and Hiragana script from this semester.

### Sport

Year 4 sport places a strong emphasis on building stamina and endurance through cross country training, with students developing pacing strategies, resilience, and the ability to sustain effort over longer distances. Alongside this, there is a significant focus on hockey, where students learn and refine key skills such as controlled dribbling, accurate passing, receiving under pressure, and safe stick handling. Through modified games, students are introduced to positioning, spacing, and basic tactics, including attacking play, defending space, and transitioning between offence and defence. The program encourages teamwork, communication, and decision-making, allowing students to apply their hockey skills in dynamic, game-like situations while continuing to build overall fitness.

### Arts

#### Visual Art

This term in Visual Arts, students will explore the work of artist Wayne Thiebaud, focusing on His realistic style and use of colour, tone and form. Students will create a realistically rendered doughnut artwork, as well as a soft serve artwork. There will then extend their learning by creating a 3D sculpture and further developing their understanding of form and texture.

#### Performing Arts

##### DANCE

This term, the Year 4 students will work collaboratively to choreograph a dance routine. They will work using a stimulus as a guide. They will use their knowledge and understanding of the Dance elements (body, energy, space, time) and choreographic devices (repetition, contrast) to choreograph simple movements. Students will practise their rehearsal and performance skills. They will respond honestly to their own performances.