



Year 4 - Term 1 2026

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	<i>Class teacher</i>	<p>Unit description: Examining Imaginative Texts</p> <p>Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning.</p> <p>They read, view and comprehend a range of imaginative texts that support and extend students as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances.</p> <p>Through texts, students identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas.</p> <p>Students engage in shared and independent writing and/or learning experiences in response to imaginative texts. They develop speaking and listening behaviours when interacting with others, contributing to discussions and presenting information in response to texts with peers.</p>
	Assessment tasks and weeks administered	<p>Assessment task: To share and extend ideas, opinions and information about a short film for an audience.</p> <p>Weeks: 8</p>
Mathematics	<i>Class Teacher</i>	<p>Unit description: Number Space and Statistics</p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> • build understanding of number facts, fractions and decimals to deepen an appreciation of how numbers work together • use materials and digital tools to recognise line and rotational symmetry and create symmetrical patterns and pictures • create and interpret grid reference systems and directions on a map to locate and describe positions and pathways of location of interest • develop and use surveys and digital tools to generate data and conduct a statistical investigation.
	Assessment tasks and week administered	<p>Assessment task 1.1 Shape Purpose: To create and interpret grid references. To identify symmetry in shapes and create symmetrical patterns.</p> <p>Week: 6</p> <p>Assessment task 1.2 Statistical investigation Purpose: To plan and conduct statistical investigations to collect, represent and interpret data.</p> <p>Week: 9</p>
Science	<i>Class Teacher</i>	<p>Unit description: Biological Sciences</p> <p>Students investigate different habitats, including their local habitat, to identify the roles of organisms and their feeding relationships. They categorise organisms as producers, consumers or decomposers and explain their importance within habitats.</p> <p>Students construct food chains to represent the feeding relationships of producers and consumers using drawings, labels, images, arrows, models or digital tools. They compare food chains to identify simple patterns and relationships in habitats, including the importance of producers.</p> <p>Students learn that models can be used to predict the effect of missing or malfunctioning components. They use graphs to explore the effects of changing numbers of producers or consumers in a habitat and to predict changes in the food chain as a result of introduced predators. They use scientific vocabulary to share ideas and findings about roles</p>

		and feeding relationships and communicate to the local community about effects of introduced organisms on food chains.
	Assessment tasks and week administered	Assessment task: To identify producers, consumers and decomposers in habitats and construct food chains, explaining feeding relationships and the roles of organisms in habitats. Weeks: 9
Humanities & Social Sciences	<i>Class Teacher</i>	Unit description: Changing Life and Communities In this HASS unit, students in Years 3–6 learn about Australia’s democracy and the legal system and the importance of making decisions democratically. They also explore how things have changed and stayed the same over time through the gold rush and commemorations important to their community.
	Assessment tasks and week administered	Assessment task: Rules and democratic decisions <ul style="list-style-type: none"> Explain the importance of rules in school and suggest ideas to solve a problem in school. Weeks: 9&10
Health and Physical Education	<i>Specialist Teacher</i>	Health: Culture in Australia: Positive interactions Students will... <ul style="list-style-type: none"> investigate how heritage and culture contribute to identity explore the communication skills of respect and empathy Learn how to support positive interactions with people Physical Education: Criss Cross (Skipping) Students will: <ul style="list-style-type: none"> practise and refine fundamental skipping movement skills to perform long-rope, partner and individual skipping sequences examine the benefits of being healthy and physically active, and how they relate to skipping.
	Assessment tasks and week administered	Assessment Task: Health (Collection of Work) Weeks: 5, 8 & 9 Assessment Task: PE (Practical) Weeks: 8 - 10
The Arts Strand: Music	<i>Specialist Teacher</i>	Students are learning to: <ul style="list-style-type: none"> create a pleasing sound from the recorder. perform known songs using correct rhythm and sound. present stage presence and engagement in the lesson.
	Assessment Tasks and week administered	Assessment Task: Performance Weeks: 8, 9 & 10
The Arts Strand:	<i>Class Teacher</i>	Unit Description: Country/Place In this unit, students explore connection to Country/Place through Dreaming stories and Before Before Time stories as stimulus. Students will: <ul style="list-style-type: none"> explore ideas and narrative structures in Dreaming stories and Before Before time stories through roles and situations and use empathy in their own improvisations and devised drama use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place shape and perform dramatic action using narrative structures and tension in devised and scripted drama identify intended purposes and meaning of drama using the elements of drama to make comparisons.
	Assessment Tasks and week administered	Assessment task: Country/Place: Collection of work Students devise, perform and respond to drama about Country/Place. Weeks: 8-10