



Year 4 - Term 2 2026

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	<i>Class Teacher</i>	<p>ENGLISH: Information Text To create a written and multimodal informative text for an audience.</p> <ul style="list-style-type: none"> • read, view and comprehend information from a range of texts/videos about deadly and dangerous animals • create an information report about a deadly and dangerous animal using the correct text structure, with paragraphs to organise and link their ideas under the following subheadings: <ul style="list-style-type: none"> – Title – Classification – Appearance – Habitat (including location) – Behaviour – Diet – Lifecycle • develop ideas using details from texts • use language features including a range of sentence types including complex sentences, topic-specific vocabulary (scientific terms) and literary devices (noun groups, adverbs), and visual features (labelled diagram) • consistent verb tense, prepositional phrases • use punctuation (capital letters, full stops, commas, singular and plural apostrophes) • edit their draft using success criteria • publish using a multimodal feature (eg. power point)
	Assessment Tasks and week administered	<p>Assessment Task: To create a written and multimodal informative text for an audience.</p> <p>Weeks: 7 & 8</p>
Mathematics	<i>Class Teacher</i>	<p>Mathematics: Number & Measurement</p> <p>Students will:</p> <ul style="list-style-type: none"> • build understanding of odd and even numbers, number facts addition and subtraction, fractions such as equivalent fractions and decimals to deepen an appreciation of how numbers work together • use a range of physical or virtual materials to develop mathematical thinking such as materials to show the multiplicative relationship between place values • use strategies for multiplication and division based on the inverse relationship between them • choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context solve everyday problems involving duration of time including converting units of time using relationships between units.

	<p style="text-align: center;">Assessment Tasks and week administered</p>	<p>Assessment Task:</p> <p>1. Number and mathematical modelling To use the properties of odd and even numbers, choose rounding and estimation strategies to determine reasonableness, use proficiency with addition and multiplication facts to add, subtract, multiply and divide and use mathematical modelling to solve practical financial problems.</p> <p>Weeks: Part A – Week 2 (odd/Even numbers) Part B – Week 5 (rounding & estimating/problem solving) Part C – Week 7 (mathematical modelling)</p> <p>2. Measurement To convert between units of time when solving duration problems.</p> <p>Week: 8</p>
<p style="text-align: center;">Science</p>	<p style="text-align: center;"><i>Class Teacher</i></p>	<p>Science – Chemical Sciences</p> <p>Students examine natural and manufactured materials used in familiar objects, such as shoes, drink containers or backpacks, to describe the relationship between material properties and use. They investigate why some materials are used more frequently or combined for specific products, including how Aboriginal peoples or Torres Strait Islander peoples use and combine materials for different purposes.</p> <p>Students continue to understand the importance of fair methods for drawing conclusions as they use investigation scaffolds, tables, graphic organisers and/or digital tools to plan and conduct safe investigations of material properties. They begin to appreciate the value of making accurate formal measurements, using digital tools as appropriate, and comparing their findings with peers to identify factors that may have led to differences.</p> <p>Through experimentation, students consider how scientific understanding of material properties, functionality and sustainability can be used to address needs and solve problems, such as use and disposal of plastics.</p>
	<p style="text-align: center;">Assessment Tasks and week administered</p>	<p>Assessment Task: To plan and conduct safe and fair investigations that relate the properties of materials to their uses.</p> <p>Weeks: 6-8</p>
<p style="text-align: center;">Humanities & Social Sciences</p>	<p style="text-align: center;"><i>Class Teacher</i></p>	<p>HASS: Commemorations and ANZAC Day</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand that commemorations are special events that remember important people and events from the past. • Learn about ANZAC Day and why it is important in Australia. • Ask questions and collect information through interviews and class research. • Record information using notes, timelines, and simple sentences. • Compare what ANZAC Day was like in the past and what it is like today.

		<ul style="list-style-type: none"> • Explore how people commemorate ANZAC Day in the community. • Share their ideas about why commemorations are important. • Create a poster using facts, pictures, and information they have researched.
	Assessment Tasks and week administered	<p>Assessment Task: To investigate and explain the importance of ANZAC Day by gathering information through research and interviews, comparing the past and present, and creating an informative poster.</p> <p>Weeks 6-7</p>
Health and Physical Education	<i>Specialist Teacher</i>	<p>Health: I am Healthy and Active Students will:</p> <ul style="list-style-type: none"> • investigate the concepts of physical activity and sedentary behaviours • explore recommendations of physical activity for five- to twelve-year-olds • examine the benefits of physical activity • investigate ways to increase physical activity in their lives. <p>Physical Education: Athletic Spectacular Students will:</p> <ul style="list-style-type: none"> • develop the fundamental movement skills of running, jumping and throwing • perform running, jumping and throwing sequences in authentic situations • explore the benefits of physical activity to health and wellbeing.
	Assessment Tasks and week administered	<p>Assessment Task: Health (Supervised Assessment) Weeks: 6 and 7</p> <p>Assessment Task: PE (Practical) Weeks: 6 - 8</p>
The Arts <i>Strand: Music</i>	<i>Specialist Teacher</i>	<p>Students are learning to:</p> <ul style="list-style-type: none"> • continue creating a pleasing sound from the recorder. • perform known songs using correct rhythm, pitch and follow the beat.
	Assessment Tasks and week administered	<p>Task: Performance, stage presence, and engagement in lessons. Weeks: 6-8</p>
The Arts <i>Strand: Visual Arts</i>	<i>Class Teacher</i>	Students will learn how ideas can be communicated through artwork using a variety of visual conventions, techniques, and processes.
	Assessment Tasks and week administered	Assessment Task: Tiny Worlds (collection of work) Weeks: 5-8
Languages (L.O.T.E.) Japanese	<i>Specialist</i>	Students are learning to: say, recognize/read and write Japanese Kanji numbers, address classmates (girls, boys, teacher, Mr & Mrs), use vocabulary for greetings for different occasions/time, basic classroom instructions, & vocabulary, use self-introduction and understand Japanese culture & develop basic knowledge of Japanese.
	Assessment Tasks and week administered	Assessment Task: Saying, reading and writing Kanji numbers. Basic conversation: Greetings etc Week 5-8

