



Year 4 - Term 3 2026

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	This Term, students will create a spoken argument to share and extend ideas, opinions and information when comparing two different places within Australia. <u>Students will:</u> ○ Use correct structure and organise their text (for example: introduction, supporting information, conclusion) ○ include relevant facts and descriptive detail to support audience understanding and communicate meaning accurately ○ use language features such as: ▪ subjective and objective language ▪ topic-specific and descriptive vocabulary ▪ rhetorical devices ▪ complex sentences ▪ text connectives to create links between sentences ○ use volume, tone, pitch and pace appropriate to audience and purpose ○ demonstrate appropriate listening strategies ○ actively listen to the rehearsal of their partner's presentation and share useful feedback
	Assessment Tasks and week administered	Assessment Task: Create a spoken argument to share and extend ideas, opinions and information when comparing two different places within Australia. Weeks: 8 & 9
Mathematics	Class Teacher	<u>Students will:</u> ○ draw on proficiency and fluency with number facts ○ multiplying and dividing by 10, 100, 1000 ○ identify, name and compare angles to a right angle ○ recognise equivalent fractions and make connections between fraction and decimal notations. ○ count and represent fractions on a number line ○ use scaled instruments and appropriate units to measure length, mass, capacity and temperature. ○ measure and approximate perimeters and areas ○ use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results
	Assessment Tasks and week administered	

		Assessment task 3.1 — Representing tenths and hundredths and decimals, counting and representing fractions and using mathematical modelling to solve a problem Assessment task 3.2 — Measuring length, mass, capacity, temperature, perimeter and area; and comparing angles Weeks: Number ○ Part A and B – Fractions/Decimals (Weeks 5 & 6) ○ Part C – Mathematical Modelling (Weeks 9 & 10) Measurement ○ Part A – Length, Mass, Capacity & Temperature (Week 7) ○ Part B – Perimeter & Area (Week 8) ○ Part C – Angles (Weeks 3 & 4)
Science	Class Teacher	Earth & Space Sciences Students observe how local water sources change over time, such as in evaporating puddles, faster flowing creeks after rainfall or rising and falling dam or tank water levels. They learn how scientists use rainfall and water usage data to explain changes in water flow and availability over time. Students develop understanding of water cycle processes through everyday examples, experiments, constructing maps of local water sources and rainfall graphs, and engaging with models, games and/or digital simulations of interactions between system components. They learn scientific ways of describing patterns and relationships, including how water cycles through the environment, for identified audiences and purposes and using appropriate scientific vocabulary and digital tools. Students consider the importance of saving and recycling water and share ideas about how individuals and communities can take action to reduce water consumption and waste.
	Assessment Tasks and week administered	Assessment Task: To construct representations of the water cycle and describe the movement of water through the environment, investigate how data is used to make decisions about the use of water and share findings using scientific vocabulary. Weeks: 8 & 9
	Class Teacher	People and Places In this HASS unit, students will learn about the natural and human characteristics of places and how people interact with places. They also develop skills in gathering geographical data and drawing conclusions.
Humanities & Social Sciences	Assessment Tasks and week administered	Assessment Task: students investigate and compare the diverse characteristics of two places in Queensland and how people interact with these places. Weeks: Throughout the Term (aligned with English unit)
	Specialist Teacher	Health: Health Channels Students will identify...
Health and		

Physical Education		- different sources of health information and how to interpret them with regards to accuracy - health messages and the methods they use to influence decisions - decision-making skills in different health scenarios. Physical Education: Bat, Catch, Howzat! (Cricket) Students will: - apply strategies for working cooperatively - apply rules fairly - refine striking and fielding skills and concepts in active play and games - apply skills, concepts and strategies to solve movement challenges in striking and fielding games
	Assessment Tasks and week administered	Assessment Task: Health (Collection of Work) Weeks: 8 and 9 Assessment Task: PE (Practical) Weeks: 7 - 10
The Arts <i>Strand: Music</i>	<i>Specialist Teacher</i>	Students are learning to: - create a three-bar melodic composition using known rhythm and notes on recorder. - be able to write out correct notes, rhythms and dynamic symbol. - perform their own composition on recorder in front of their classmates.
	Assessment Tasks and week administered	Assessment Task: Collective of work and Performance Weeks: 7-9
Technology	<i>Class Teacher</i>	Design Technology – Repurpose it! In this unit, students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose a chosen item with other recycled materials to create a useful item.
	Assessment Tasks and week administered	Assessment Task: Portfolio format. The design challenge is to repurpose a chosen item to create another useful item. Weeks: Throughout Term 3 (into Term 4 if needed)
Languages (L.O.T.E.) Japanese	<i>Specialist</i>	Students are learning: To describe their chosen character, such as Ponyo or Totoro: What she likes, whether she is big/small, tall/short her hair/eye color, and describe her personality (kind, strong, smart, wise, friendly, cute, etc)
	Assessment Tasks and week administered	Assessment Task: Speaking and written assessments on the descriptions of a character of the student's own choice (from an anime or a tale) Weeks: 5-7