Year 4 - Term 4 2026

Learning and Assessment Summary

<table>
<tr><th>Australian Curriculum Learning Areas</th><th>Teachers</th><th>Unit Outline and Assessment Tasks</th></tr>
<tr><td rowspan="2">English</td><td>Class Teacher</td><td>Task 1 – Writing and creating an imaginative text (narrative)

In this unit, students plan, create and edit a written adventure narrative based on the novel ‘Nim’s Island’.

Students to plan their narrative, considering:
• the audience
• ideas for storyline, characters and setting, drawn from the unit novel and model texts
• the text structure and organisation of their text for its purpose

Use text structures including:
• paragraphs to organise ideas
• cohesive devices such as text connectives
• pronoun referencing

Use language features to express and develop ideas including:
• literary devices of an adventure narrative, including plot and dialogue
• simple, compound and complex sentences in paragraphs
• noun, verb and adverb groups
• adjectival and adverbial clauses
• consistent verb tense within sentences
• precise and topic-specific vocabulary
• punctuated dialogue

Task 2 – Reading Comprehension

To read, view and comprehend an imaginative text.
• Students independently read an excerpt (unread) from an imaginative text, ‘Nim’s Island’
• Students provide short written responses</td></tr>
<tr><td>Assessment Tasks and week administered</td><td>Assessment Task:

Task 1: students plan, create and edit a written adventure narrative based on the novel ‘Nim’s Island’

Task 2: To read, view and comprehend an imaginative text – a chapter from ‘Nim’s Island’

Weeks: Task 1: Week 6
Task 2: Week 7 & 8</td></tr>
<tr><td>Mathematics</td><td>Class Teacher</td><td>Students are learning to:

Number</td></tr>
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		• build fluency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently • use algorithms to generate sets of numbers, recognising and describing any patterns that emerge • develop and use strategies for multiplicative thinking such as creating an algorithm that will generate number sequences involving multiples **Probability** • draw on reasoning skills to analyse, categorise and order chance events and identify independent and dependent events when conducting a chance experiment • investigate variability by conducting repeated chance experiments, observing and communicating results
	Assessment Tasks and week administered	**Assessment Task:** **Number** - To find unknowns in equations involving addition and subtraction. To follow and create algorithms and identify emerging patterns. **Probability** - To order events in terms of likelihood, identify independent and dependent events and conduct repeated chance experiments, describing results. **Weeks:** Number – Weeks 3 - 5 Probability – Weeks 6 - 8
Science	*Class Teacher*	**Investigating Forces:** Students are learning to: • build their understanding of planning and conducting safe and fair tests as they investigate the effects of frictional, gravitational and magnetic forces on motion and ways in which one object can exert forces on another • explore interactions between force and motion in design solutions that make use of frictional, gravitational or magnetic forces, such as medical applications, security, transport, magnetic launch or braking systems, and game or toy designs, including those of Aboriginal peoples and Torres Strait Islander peoples. • make formal measurements using familiar scaled instruments and digital tools, organise force data in tables and graphs and learn how to represent force direction and magnitude using force arrows • assess fairness of investigations by comparing their findings with those of their peers and begin to draw conclusions that reflect collected data and information about forces acting on objects
	Assessment Tasks and week administered	**Assessment Task:** To identify and describe the effects of forces on objects, identify solutions using scientific explanations and describe how these solutions meet specific needs, and evaluate investigations by comparing findings, considering fairness, and posing further questions. **Weeks: 6 - 8**

Humanities & Social Sciences	*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.
	Assessment Tasks and week administered	**Assessment Task: Not assessed in Term 4 (completed Term 3)** Students investigate and compare the diverse characteristics of two places in Queensland and how people interact with these places.
Health and Physical Education	*Specialist Teacher*	**Health: *Netiquette and Online Protocols*** Students will: • examine and interpret health information about cyber safety, cyberbullying and online protocols • describe and apply strategies that can be used in online situations • explore the importance of demonstrating respect and empathy in online relationships • reflect on the use of digital technologies and online communities, and identify resources to support their safety **Physical Education: *You Can't Touch This*** Students will... • perform the specialised skills of rollball and rucking, passing and moving with the ball, and effecting a touch • apply these movement concepts to demonstrate attack and defense skills in modified games
	Assessment Tasks and week administered	**Assessment Task:** Health (Collection of Work) **Weeks:** 5 - 8 **Assessment Task:** PE (Practical) **Weeks:** 6 – 8
The Arts ***Strand:*** *Music*	*Specialist Teacher*	Students are learning to: • extend their ability to decode the music notation on music staff through playing on tuned percussion instrument - xylophone. • be able to perform correct melody and rhythm for known songs on the xylophone with percussion techniques
	Assessment Tasks and week administered	**Assessment Task:** Performance **Weeks**: 6-8
Technology	*Class Teacher*	**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 an item with other materials to create a useful item.
	Assessment Tasks and week administered	**Assessment Task**: Students apply understanding of the properties of materials and components to repurpose an item **Weeks: 3 - 6**