



## Year 4 - Term 1 2025

### Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
<b>English</b>	Class Teacher	<p><b>English: Narrative</b></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• read, view and comprehend a variety of narrative texts created to engage audiences.</li> <li>• create a written narrative text, developing ideas using details from 'Nim's Island'.</li> <li>• use narrative structure - orientation (setting- when and where, character description- who and what), complication (plot tension, climax-problem), resolution (resolve the problem, end the story).</li> <li>• use paragraphs to organise and link ideas.</li> <li>• use text connectives (temporal and conditional words; topic word associations).</li> <li>• use language features including:               <ul style="list-style-type: none"> <li>– simple, compound and complex sentences with a range of sentence beginnings</li> <li>– topic-specific vocabulary and literary devices – noun groups, variety of verbs, adverb groups/phrases and prepositional phrases</li> <li>– consistent verb tense</li> <li>– punctuation (sentence boundary punctuation including full stops, question marks or exclamation marks; capital letters for proper nouns, commas in lists of nouns, possessive apostrophes, quotation marks for dialogue)</li> </ul> </li> <li>• spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic, and grammatical knowledge.</li> <li>• re-read and edit work to improve meaning using the Kuraby editing checklist and success criteria.</li> <li>• interact with others and listen to and create spoken and/or multimodal texts including stories.</li> <li>• share and extend ideas and opinions with audiences, using relevant details from texts.</li> <li>• use text structures to organise and link ideas.</li> </ul>
	<b>Assessment Tasks &amp; Week Administered</b>	<p><b>Assessment Task:</b> Narrative (written)  <b>Weeks:</b> 8-10</p>
<b>Mathematics</b>	Class Teacher	<p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• build understanding of number facts, fractions, and decimals to deepen an appreciation of how numbers work together.</li> <li>• using materials and digital tools to recognise line and rotational symmetry and create symmetrical patterns and pictures.</li> <li>• create and interpret grid reference systems and directions on a map to locate and describe positions and pathways of locations of interest.</li> <li>• develop and use surveys and digital tools to generate data and conduct a statistical investigation.</li> </ul>
	<b>Assessment Tasks &amp; Week Administered</b>	<p><b>Assessment Task:</b> Space - <i>Identifying symmetry and using grid references (Project)</i> - <b>Week: 4-5</b></p> <p><b>Assessment Task:</b> Statistics - <i>Using surveys to conduct statistical investigations (Investigation)</i> - <b>Week: 8-9</b></p>
<b>Science</b>	Class Teacher	<p>Students are learning how to:</p> <ul style="list-style-type: none"> <li>• use their understanding of the movement of Earth to suggest</li> </ul>

		<p>explanations for everyday observations such as day and night, sunrise and sunset and shadows.</p> <ul style="list-style-type: none"> <li>• identify the observable and non-observable features of Earth and compare its size with the sun and moon.</li> <li>• make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes.</li> <li>• plan and investigate about shadows and will collect data safely using appropriate equipment to record formal measurements.</li> <li>• represent their data in tables and simple column graphs to identify patterns and explain their results.</li> <li>• identify how Aboriginal peoples and Torres Strait Islander peoples use knowledge of Earth's movement in their traditional lives.</li> <li>• explore the relationship between the sun and Earth to identify where people use science knowledge in their lives.</li> <li>• create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.</li> </ul>
	<p><b>Assessment Tasks &amp; Week Administered</b></p>	<p><b>Assessment Task:</b> Presentation explaining the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows.  <b>Weeks:</b> 8-10</p>
<p><b>Humanities &amp; Social Sciences</b></p>	<p>Class Teacher</p>	<p><b><u>Connections to Places</u></b></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• explore the concept of 'place' with a focus on Africa and South America.</li> <li>• describe the relative location of places at a national scale.</li> <li>• identify how places are characterised by their environments.</li> <li>• describe the characteristics of places, including the types of natural vegetation and native animals.</li> <li>• examine the interconnections between people and environment and the importance of environments to animals and people.</li> <li>• identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places.</li> <li>• investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste.</li> <li>• recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regard to places and environments.</li> <li>• propose actions for caring for the environment and meeting the needs of people.</li> </ul>
	<p><b>Assessment Tasks &amp; Week Administered</b></p>	<p><b>Assessment Task:</b> Investigate the interconnections and diverse characteristics of the environment, interpret data to describe simple patterns and identify different views to respond to a challenge.  <b>Weeks:</b> Ongoing throughout the term</p>
<p><b>Health and Physical Education</b></p>	<p>Specialist Teacher</p>	<p><b>HEALTH – Culture in Australia: Positive Interactions</b></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• explore the communication skills of respect and empathy during partner and group activities.</li> <li>• identify how respect and empathy support positive interactions.</li> <li>• Investigate how heritage and culture contribute to identity.</li> </ul> <p><b>PHYSICAL EDUCATION – Criss Cross</b></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• refine fundamental movement skills to perform long-rope, partner, and individual skipping sequences.</li> </ul> <p>Students are learning about:</p> <ul style="list-style-type: none"> <li>• the benefits of being healthy and physically active.</li> </ul>

		<ul style="list-style-type: none"> <li>• how skipping provides health benefits.</li> </ul>
	<b>Assessment Tasks &amp; Week Administered</b>	<p><b>HEALTH:</b> Collection of Work Samples – ‘Me Card’ activity that identifies how heritage and culture influence identity. Working cooperatively and demonstrating communication skills during games from the ‘Be Positive’ collection.</p> <p><b>Weeks</b> 4, 8 &amp; 10.</p> <p><b>PE (Practical)</b> Perform skipping skills and tricks to complete skipping sequences. Describe the benefits of being healthy and physically active and how they relate to skipping.</p> <p><b>Weeks</b> 8, 9 &amp; 10.</p>
<b>The Arts</b> Strand: Music	Specialist Teacher	<p>Students are learning to:</p> <ul style="list-style-type: none"> <li>• create a pleasing sound from the recorder.</li> <li>• perform known songs using correct rhythm and sound.</li> </ul>
	<b>Assessment Tasks &amp; Week Administered</b>	<p><b>Task:</b> Performance, stage presence and engagement in lessons.</p> <p><b>Weeks:</b> 8, 9 &amp; 10</p>
<b>Languages</b> (L.O.T.E.) Japanese	Specialist Teacher	<p>Students are learning about:</p> <ul style="list-style-type: none"> <li>• the concept of family in Japan and making connections with their own experiences.</li> <li>• similarities and differences in greeting others in a variety of scenarios e.g., between friends, family members and teachers.</li> </ul>
	<b>Assessment Tasks &amp; Week Administered</b>	<p><b>Task:</b> Students will be assessed on their speaking skill, presenting information about themselves in word and simple sentence level using formulaic (patterned structure) and modeled language. Students will use Japanese rhythm, intonation, and tone as well as culturally appropriate gestures.</p> <p><b>Weeks:</b> Ongoing throughout the term.</p>