



# Year 4 - Term 2, 2025

## Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	<b>ENGLISH: Students are learning to:</b> <ul style="list-style-type: none"><li>• read, view and comprehend information from a range of texts/videos about deadly and dangerous animals</li><li>• 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"><li>– Title</li><li>– Classification</li><li>– Appearance</li><li>– Habitat (including location)</li><li>– Behaviour</li><li>– Diet</li><li>– Lifecycle</li></ul></li><li>• develop ideas using details from texts</li><li>• use language features including complex sentences, topic-specific vocabulary (scientific terms) and literary devices (noun groups, adverbs), and visual features (labelled diagram)</li><li>• use punctuation (capital letters, full stops, commas, singular and plural apostrophes)</li><li>• spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge</li><li>• write texts using clearly formed letters with developing fluency</li><li>• edit their draft using Kuraby editing checklist and success criteria</li></ul>
	Assessment Tasks and week administered	Information Report (written) <b>Week: 7 &amp; 8</b>  Reading Comprehension <b>Week: 8</b>
Mathematics	Class Teacher	<b>MATHEMATICS: Students are learning to:</b> <ul style="list-style-type: none"><li>• build understanding of odd and even numbers, number facts addition and subtraction to deepen an appreciation of how numbers work together</li><li>• use a range of materials to develop mathematical thinking such as materials to show the multiplicative relationship between place values</li><li>• use strategies for multiplication and division based on the inverse relationship between them</li><li>• solve everyday problems involving duration of time including converting units of time using relationships between units</li></ul>
	Assessment Tasks and week administered	<b>Assessment task: Number and mathematical modelling</b> Purpose: 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. <b>Weeks: 4,5,6</b> <b>Assessment task: Measurement (Time)</b>

		<p>Purpose: To convert between units of time when solving duration problems.</p> <p><b>Week: 7</b></p>
Science	Class Teacher	<p><b>SCIENCE: Is it living?</b> In this unit students will learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They will justify sorting living things into common animal and plant groups based on observable features. Students will explore grouping familiar things into living, non-living, once living things and products of living things.</p> <p>They will understand that science knowledge helps people to understand the effect of actions. Students will use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. They will also identify and use safe practices to make scientific observations and record data about living and non-living things. Students will use scientific language and representations to communicate their observations, ideas and findings.</p>
	Assessment Tasks and week administered	<p>Students group living things based on observable features and distinguish them from non-living things. They communicate ideas using accurate scientific language.</p> <p><b>Assessment:</b> Written assessment <b>Week: 8</b></p>
Humanities & Social Sciences (HASS)	Class Teacher	<p><b>HASS: Connections to Places</b> Students are learning about:</p> <ul style="list-style-type: none"> <li>the purpose of local government and the services that it provides for the community.</li> <li>waste management and how to propose sustainable practices to help our planet</li> </ul> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>list the services of our local government.</li> <li>interpret a survey about waste management and propose sustainable practices to help our planet.</li> </ul>
	Assessment Tasks and week administered	<p><b>Part B: Inquiry about waste management</b></p> <ul style="list-style-type: none"> <li>List the services of your local government.</li> <li>Interprets a survey about waste management and proposes sustainable practices</li> </ul> <p><b>Weeks: 6,7,8</b></p>
Health and Physical Education	Specialist Teacher	<p><b>HEALTH - Healthy Futures</b></p> <p>Students are learning about:</p> <ul style="list-style-type: none"> <li>the concept of sustainable practice and ways they can contribute to the sustainability of the environment in their home, classroom and school.</li> </ul> <p><b>PHYSICAL EDUCATION - Take Your Marks, Get Set, Play</b></p> <p>Students are learning to:</p> <ul style="list-style-type: none"> <li>develop the fundamental movement skills of running, jumping and throwing.</li> <li>practise and refine these skills in individual activities and apply these skills in simple games and group challenges</li> <li>explore the benefits of physical activity to health and wellbeing</li> </ul>

	<b>Assessment Tasks and week administered</b>	<p><b>HEALTH:</b> Research - investigate and carry out sustainable practices at school and make suggestions about extending this at home.  <b>Weeks:</b> 5 - 8</p> <p><b>PE:</b> Practical - refine fundamental movement skills of running, jumping and throwing and apply movement concepts and strategies in games and to solve challenges.  <b>Weeks:</b> 5 – 8</p>
<b>The Arts</b> <i>Strand: Music</i>	<i>Specialist Teacher</i>	<p><b>MUSIC:</b>  Students are learning to:</p> <ul style="list-style-type: none"> <li>• continue creating a pleasing sound from the recorder.</li> <li>• perform known songs using correct rhythm, sound and follow the beat.</li> </ul>
	<b>Assessment Tasks and week administered</b>	<p><b>Task:</b> Performance, stage presence and engagement in lessons.  <b>Weeks:</b> 6-8</p>
<b>Technology</b>	<i>Class Teacher</i>	<p><b>TECHNOLOGY:</b>  <b>What's your waste footprint?</b>  In this unit students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced).</p>
	<b>Assessment Tasks and week administered</b>	<p><b>Weeks:</b> Ongoing throughout Term</p>
<b>Languages (L.O.T.E.) Japanese</b>	<i>Specialist Teacher</i>	<p><b>JAPANESE:</b>  This term students will learn to explore the concept of family in Japan and make connections with their own experiences. Students will explore the similarities and differences in greeting others in a variety of scenarios such as between friends, family members and teachers.</p>
	<b>Assessment Tasks and week administered</b>	<p><b>Task:</b> Students will be assessed on their speaking skill, presenting information about themselves at word and simple sentence level using formulaic and modeled language. Students will use Japanese rhythm, intonation and tone as well as culturally appropriate gestures.</p> <p><b>Week:</b> 7 &amp; 8</p>