



Year 4 - Term 3, 2025

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	Historical Recount (Letter) - The First Fleet & Convict Life Students will learn to: <ul style="list-style-type: none"> • read, view and comprehend information from a range of historical texts including historical and literary recounts written from different people's perspectives and describe: • how ideas are developed including through characters and events; and • how texts reflect contexts • describe the characteristic features of different text structures • describe how language features including literary devices, and visual features shape meaning • create a chronologically sequenced historical recount from the perspective of an imaginary character using the structure of a letter with accompanying timeline • develop ideas using details from learnt topics and texts • use paragraphs and cohesive devices to organise and link their ideas (time connectives) • use language features including: <ul style="list-style-type: none"> • simple, compound and complex sentences • topic-specific vocabulary and literary devices (noun groups, adverbs/phrases, verb tense to reflect time, prepositional phrases) • punctuation (capital letters, full stops, commas, singular and plural apostrophes) • spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge • edit their draft using Kuraby editing checklist and success criteria
	Assessment Tasks and week administered	Task 1: Historical Recount (Writing and creating) Week: 9 Task 2: Comprehension (Reading, viewing and comprehending) Week: 10
Mathematics	Class Teacher	Number and Measurement Students will learn to: <ul style="list-style-type: none"> - draw on proficiency with number facts, fractions and decimals such as two-tenths to deepen an appreciation of how numbers work together - choose and use efficient strategies when modelling practical problems, communicating solutions within the context (for example: with a focus on decimals and everyday situations) - recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical and virtual materials* - measure and estimate common attributes of objects using conventional instruments such as tape measures, measuring jugs and appropriate metric units - become aware of the importance of context and purpose when making judgements
	Assessment Tasks and week	Assessment task 3.1 Number and mathematical modelling

	administered	<p>Purpose: To represent fractions, recognise equivalent fractions and make connections between decimals and fractions. To multiply natural numbers by multiples of 10. To use mathematical modelling to formulate and solve a practical problem.</p> <p>Week: Completed in parts throughout the Term from Weeks 4-10</p> <p>Assessment task 3.2 Measurement Purpose: To use scaled instruments and appropriate units to measure length, mass, capacity and temperature. To measure and approximate perimeters and areas and compare angles relative to right angles.</p> <p>Week: Completed in parts throughout the Term from Weeks 4-10</p>
Science	<i>Class Teacher</i>	<p>Investigating Solids & Liquids</p> <p>Students are learning about:</p> <ul style="list-style-type: none"> Understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. <p>Students are learning to:</p> <ul style="list-style-type: none"> Identify how science is involved in making decisions and how it helps people to understand the effect of their actions. Evaluate how adding or removing heat energy affects materials used in everyday life.
	Assessment Tasks and week administered	<p>Assessment task: Experimental Investigation</p> <p>Students conduct investigation about liquids and solids changing state when heat is added or taken away. Students make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.</p> <p>Week: 8-9</p>
Humanities & Social Sciences (HASS)	<i>Class Teacher</i>	<p>Australia Past and Present</p> <p>Students are learning about:</p> <ul style="list-style-type: none"> world exploration and the significance of Captain Cook's journey to Australia stories of the First Fleet, including reasons for the journey, who travelled to Australia and their experiences following arrival the impact of colonisation on the Aboriginal and Torres Strait Islander peoples <p>Students are learning to:</p> <ul style="list-style-type: none"> investigate the significance of Captain Cook, journey of the First Fleet and impacts of colonisation investigate convict life and settlement in Australia
	Assessment Tasks and week	<p>Assessment Task: Collection of work</p> <p>Weeks: 8-9</p>

	administered	
Health and Physical Education	Specialist Teacher (Health and PE)	<p>HEALTH - I Am Healthy and Active Students are learning about:</p> <ul style="list-style-type: none"> the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. the benefits of physical activity and investigate ways to increase physical activity in their lives. <p>PHYSICAL EDUCATION - Hot Shots! Students are learning to:</p> <ul style="list-style-type: none"> apply strategies for working cooperatively and apply tennis rules fairly develop fundamental tennis skills and apply movement concepts to tennis activities.
	Assessment Tasks and week administered	<p>HEALTH: Supervised Assessment - Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active and demonstrate the benefits of being healthy and physically active. Weeks: 8 – 10</p> <p>PE: Practical - Students will demonstrate fundamental tennis skills and apply movement concepts to compete in the game of tennis. Weeks: 7 – 10</p>
The Arts <i>Strand: Music</i>	Specialist Teacher (Music)	<p>Students are learning to:</p> <ul style="list-style-type: none"> 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	<p>Assessment Task: Collective of work and Performance Weeks: 7-9</p>
Languages (L.O.T.E.) Japanese	Specialist Teacher	<p>Students are learning to:</p> <ul style="list-style-type: none"> Read and write times in using Japanese kanji for numbers and appropriate counting words. Read and write the days of the week using Japanese kanji. Use Japanese to answer questions about a school timetable.
	Assessment Tasks and week administered	<p>Assessment Task: A formative, monitoring assessment of telling time and reading a school timetable in Japanese. Weeks: 8-9</p>