



Year 4 - Term 4, 2025

Learning and Assessment Summary

Australian Curriculum Learning Areas	Teachers	Unit Outline and Assessment Tasks
English	Class Teacher	Persuasive spoken argument – Speaking & Listening - To create a spoken argument to share and extend ideas, opinions and information about a chosen topic. - Shares and extends ideas, opinions and information to present an organised argument to an audience, using complex sentences to communicate relevant, descriptive details and elaborations from learnt topics or texts. - Uses persuasive text structures including text connectives, to cohesively organise and link ideas. - Uses language features including appropriate subjective and objective language, topic-specific vocabulary, and rhetorical devices, to communicate meaning accurately. Controls tone, pace, pitch and volume to suit purpose and audience. - Actively listens and gives relevant and constructive feedback.
	Assessment Tasks and week administered	To create a spoken argument to share and extend ideas, opinions and information about a chosen topic. Weeks: 7 & 8
Mathematics	Class Teacher	Number & Algebra - Finds single and multiple unknown values in numerical equations involving addition and subtraction and create a numerical equation showing equivalence, using and finding an unknown. - Follows and creates algorithms using addition and multiplication and a clear sequence of steps or decisions, including using a repeat statement, to generate sets of numbers; and identifies and describes emerging patterns. Chance & Probability - Orders all events or all the outcomes of chance experiments in terms of likelihood including justifications and identifies and explains why events are independent and dependent. - Conducts repeated chance experiments, describes the variation in results, comments on the chance of outcomes for a further trial and uses probability knowledge to explain why results may differ from the expected results.
	Assessment Tasks and week administered	Assessment task 4.1: Finding unknowns, creating algorithms and identifying emerging patterns Week: 6 & 7 (PART A) & Week 7 & 8 (PART B) Assessment task 4.2: Ordering likelihood of events and conducting chance experiments Week: 3 & 4 (PART A) & Week 4 & 5 (PART B)
Science	Class Teacher	Science: ‘Hot Stuff’ Students are learning how to: - investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. - explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. - identify that heat energy transfers from warmer areas to cooler areas. - use their experiences to identify questions about heat energy and make predictions about investigations. - describe how they can use science investigations to respond to questions. - plan and conduct investigations about heat and heat energy transfer and will collect and record observations, using appropriate equipment to record

		measurements. represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.
	Assessment Tasks and week administered	Assessment Task: Understanding Heat Weeks: 7 – 8
Humanities & Social Sciences (HASS)	<i>Class Teacher</i>	Australia Past and Present Students are learning about: - factors that shape identity and connections to community - importance of rules and laws - difference between fact and opinion Students are learning to: - create an identity profile - explore the importance of rules and laws - identify fact and opinion statements
	Assessment Tasks and week administered	Assessment Task: Collection of work Weeks: 6-8
Health and Physical Education	<i>Specialist Teacher</i>	Health - Netiquette and Online Protocols Students are learning about: - cyber safety, cyberbullying and online protocols. Students are learning to: - 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, - identify resources to support their safety. PE - You Can't Touch This Students are learning about: - the specialised skills of touch football (rollball and rucking, passing, moving with the ball, effecting a touch) Students are learning to: - apply these movement concepts to demonstrate attack and defence skills in modified touch football games
	Assessment Tasks and week administered	Assessment Task: Health – Collection of Work. PE – Practical. Weeks: 6 - 8
The Arts <i>Strand: Music</i>	<i>Specialist Teacher</i>	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 Xylophone with percussion techniques.
	Assessment Tasks and week administered	Assessment Task: Performance Weeks: 6-8
Technology	<i>Class Teacher</i>	Design and Technologies Students are learning to: - Investigate how forces and the properties of materials affect the behaviour of a product - Generate and refine their design ideas.
	Assessment Tasks and week administered	Assessment task: Portfolio Weeks: 6-8
Languages (L.O.T.E.) Japanese	<i>Specialist Teacher</i>	Students are learning to: - 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	Assessment Task: A formative, monitoring assessment of telling time and reading a school timetable in Japanese. Weeks: 8-9