2026 CURRICULUM AND ASSESSMENT PLAN

Year Four

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	OUTLINE	**Exploring imaginative texts (U1)** Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning.	**Reporting on topics of interest or learning (U2)** Students engage with a variety of texts, including informative texts, with content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas.	**Building an argument (U3)** Students engage with a variety of texts that provide a stimulus for building an argument, such as picture books, short novels, films and non-fiction texts, and persuasive texts, as models for creating their own work.	**Completing a novel study (U4)** Through a novel study, students identify characteristic stages of narrative texts, for example: orientation, complication and resolution. They describe how authors use language to develop character, setting and plot tensions, and literary devices to shape meaning. Additional texts may be provided to support meaning, build background knowledge and extend learning.
	ASSESSMENT	**Summative assessment** 1.1 To share and extend ideas, opinions and information about a short film for an audience. (Speaking & Listening)	**Summative assessment** 2.1 To read, view and comprehend an informative text. (Reading & Viewing) 2.2 To create a written and multimodal informative text for an audience. (Writing & Creating).	**Summative assessment** 3.1 To create a spoken argument to share and extend ideas, opinions and information about a topic. (Speaking & Listening)	**Summative assessment** 4.1 To read, view and comprehend an imaginative text. (Reding & Viewing) 4.2 To create a written adventure narrative. (Writing & Creating)
MATHEMATICS	OUTLINE	**Number, Space and Statistics (U1)** Students: • build understanding of number facts, fractions and decimals to deepen an appreciation of how numbers work together • using materials and digital tools to recognise line and rotational symmetry and create symmetrical patterns and pictures • create and interpret grid reference systems and directions on a map to locate and describe positions and pathways of locations of interest • develop and use surveys and digital tools to generate data and conduct a statistical investigation.	**Number, Algebra and Measurement (U2)** Students: • build understanding of odd and even numbers, number facts, addition and subtraction, fractions such as equivalent fractions and decimals to deepen an appreciation of how numbers work together • use a range of physical or virtual materials to develop mathematical thinking, such as materials to show the multiplicative relationship between place values • use strategies for multiplication and division based on the inverse relationship between them • choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context • solve everyday problems involving duration of time including converting units of time using relationships between units.	**Number, Space and Measurement (U3)** Students: • 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 (for example: reflect on the reasonableness of measurements, the results of calculations and how they choose to represent the mathematics).	**Number, Algebra and Probability (U4)** Students: • 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 • 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	**Summative assessment** 1. 1 Space: Students create and interpret grid references. Students identify symmetry in shapes and create symmetrical patterns. 1.2 Statistics: Students conduct a statistical investigation to collect data, create a many-to-one display and interpret and communicate findings.	**Summative assessment** 2.1 Number: Students use mathematical modelling to solve practical financial problems, choose rounding and estimation strategies to determine reasonableness and use the properties of odd and even numbers. 2.2 Measurement: Students convert between units of time when solving duration problems. .	**Summative assessment** 3.1 Number: Students represent fractions, recognise equivalent fractions and make connections between decimals and fractions. They multiply natural numbers by multiples of 10. Students use mathematical modelling to formulate and solve a practical problem. 3.2 Measurement and space: Students use scaled instruments and appropriate units to measure length, mass, capacity and temperature. Students measure and approximate perimeters and areas.	**Summative assessment** 4.1 Number and algebra: Students find unknowns in equations involving addition and subtraction. They follow and create algorithms and identify emerging patterns. 4.2 Probability: Students order events in terms of likelihood, identify independent and dependent events and conduct repeated chance experiments, describing results.

		SEMESTER ONE		SEMESTER TWO	
		DIGITAL TECHNOLOGIES		DESIGN AND TECHNOLOGIES	

TECHNOLOGIES	OUTLINE	**What's your waste footprint? (U2)**
		
		In this unit students will explore and manipulate different types of data and transform data into information. They will:
		• recognise different types of data and represent the same data in different ways
		• collect, access and present data as information using simple software (such as spreadsheets)
		• explore and describe how a range of common information systems present data as information to meet personal, school and community needs
		• develop skills in computational and systems thinking when solving problems and creating solutions
		• plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols
		• explain how existing information systems meet personal, school and community needs.
				Repurpose it (U1)
				
				In this unit, students investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They repurpose an item of clothing to create another useful item.
				They explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs.
				Students apply processes and production skills, including:
				• investigating by:
				  ○ communicating with client and critiquing needs or opportunities for designs
				  ○ testing materials including fabrics and exploring techniques for shaping and joining them
				  ○ identifying examples of recycling, up-cycling and re-using
				• generating design ideas for a useful item and communicating them with annotated design drawings
				• producing a useful item by selecting relevant tools and resources and using them safely
				• evaluating design ideas, processes and solutions
				• collaborating as well as working individually throughout the process
				• managing by sequencing production steps.	

	ASSESSMENT	**Summative assessment** <u>Part A:</u> Collect and manipulate data to create information <u>Part B:</u> Describe how a familiar information system is used <u>Part C:</u> Draw, identify and explain data types and representations Students process and represent data for different purposes, follow and describe simple algorithms involving branching and iteration, and implement them as visual programs. They use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours. Students identify their personal data stored online and its risks.		**Summative assessment** Students complete a design challenge to repurpose an item of clothing to create another useful item.	
SCIENCE	OUTLINE	**Fast Forces! (U4)** Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.	**Here today, gone tomorrow (U1)** In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.	**Material use (U3)** They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. They represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations. They complete simple reports to communicate their findings.	**Ready, set, grow! (U2)** Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their own and others' actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.
	ASSESSMENT	**Summative assessment** *Investigating contact and non-contact forces* – Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.	**Summative assessment** *Investigating soil erosion* – Students describe the natural processes and human activity that cause changes to Earth's surface. To plan, conduct and report on an investigation of the erosion process. To apply science understandings to formulate control strategies in real-life situations.	**Summative assessment** *Investigating and selecting materials for uses based on their properties including the use of ochre* – Students investigate the observable properties of materials and explain how they can be used in real-life situations.	**Summative assessment** *Mapping life cycles and relationships* – Students understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings.

		SEMESTER ONE	SEMESTER TWO
HASS	OUTLINE	**Early exploration and settlement (U1)** In this unit, students will: • explore life before and after British colonisation • explore Makasar people story • describe factors that shape their identity and sense of belonging • distinguish facts and opinions on Australia Day • investigate experiences of an individual/group on the First Fleet • sequence a First Fleet journey	**Sustainable use of places (U2)** In this unit, students will: • explore the concept of 'place' with a focus on Africa and South America • describe the relative location of places at a national scale • identify how places are characterised by their environments • describe the characteristics of places, including the types of natural vegetation and native animals • examine the interconnections between people and environment and the importance of environments to animals and people • identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places • 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 • recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments • propose actions for caring for the environment and meeting the needs of people.
	ASSESSMENT	**Summative assessment** **Inquiry A** • before and after table explaining life before and after British colonisation. • respond to questions about the Makasar people • create a mind map describing factors that shape their identity and sense of belonging • distinguish fact and opinions on Australia Day statement **Inquiry B** • video entry describing the experiences of an individual/group on the First Fleet, reasons for the journey, and daily life in the Botany Bay penal settlement and challenges experienced • sequence a First Fleet journey timeline, explaining the sequences and reasons for stopping at various locations	**Summative assessment** Students conduct an inquiry to answer the following question: How can people use environments more sustainably?

		SEMESTER ONE		SEMESTER TWO
		Visual Arts		**Drama**
THE ARTS	OUTLINE	**Meaning in found objects (U1)** In this unit, students explore the communication of cultural meaning through found objects and surface manipulation. Students will: • explore and identify purpose and meaning in sculptural artworks by Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks • experiment with visual conventions (plaster cast relief sculpture, mixed media, mould making, found objects, surface manipulation) in research and development of individual artworks following shared conditions • collaborate and plan the presentation of individual sculptures as a mural project • compare the unique qualities of three-dimensional artworks with two-dimensional artworks and use art terminology to communicate meaning.		**Exploring issues through drama (U3)** In this unit, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama. Students will: • explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue • use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama • shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama • identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal peoples and Torres Strait Islander peoples, using the elements of drama to make comparisons.
	ASSESSMENT	**Summative assessment** Students explore how found objects can communicate meaning in three-dimensional artworks.		**Summative assessment** Students devise, respond to and perform drama about the issue of endangered animals.
		Music		
	OUTLINE	**Songs of Australia** They continue to practise in tune singing and aural skills by singing in groups and identifying rhythmic and melodic elements in music they make and hear. They read, write and perform with simple time rhythms and solfa (do, re, mi, so and la). Students will apply their understanding of staff notation by playing short songs on recorder (notes E G A B C) while reading from the staff while being in an ensemble with an accompanying part on glockenspiel.	**Rhythmic Creations** Students will: • Listen to theme music for Super Heroes and discuss the different elements of music used and how the music relates to the character. In an ensemble and then create their own super hero and super powers. • discuss how the composers used the elements of music in their compositions of super hero theme music	**Ensemble/Part Work** Students learn about compound time and will compare compound and simple time songs. They will continue to apply their understanding of staff notation and the elements of music through playing the glockenspiel (G/A/B), recorder (notes G/A/B/C/D) untuned percussion, singing and reflecting on performances. Students will develop their understanding of part work through canon, ostinato and partner songs.
	ASSESSMENT	**Summative assessment** • In a small ensemble, students play the recorder part of “Bobby Shaftoe” with the correct technique, melody, rhythm and tempo against a tuned ostinato pattern that is played at the same tempo • Students will change the known music of the song “Dreaming” to make it about their place in Australia they would like to visit. Students write the changes as music notation and play their composition on recorder. • Describe and discuss similarities and differences between music they listen to, compose and perform	**Summative assessment** Students will create, compose, perform and record compositions in music portraying characters and action by selecting and organising sounds, silence, tempo and volume that communicates ideas about their super hero. Students will reflect on their own and others performances and respond to listening to Super Hero themes using the elements of music and identifying different instruments.	**Summative assessment** Students will perform a song in a small ensemble with the melody played on recorder and the accompaniment on glockenspiel. Students will play partner songs at the same tempo. They will write the rhythm of an ostinato from a partner song and play against the melody of the partner song played on recorder. Students will reflect on their performance and others. They will listen to music, identifying whether it is in compound or simple time.

		SEMESTER ONE	SEMESTER TWO
		Dance	
	OUTLINE	**Fundamental and Technical Skills (U1)** **Elements of Dance (U2)** Students will learn an up-tempo modern style set dance routine and perform which will draw upon varying elements of dance; space, time, dynamics and relationships. Students will: • explore and improvise with ways to represent ideas through movement • develop technical and expressive skills • share their dance work with an audience • understand that there are many ways to express themselves in Dance.	**Choreography and Storytelling through Dance (U3)** **The Purpose of Dance (U4)** Students will apply emerging dance technique to learn and perform a choreographed slow tempo dance. Students discuss and describe the similarities and differences between movement/dances they perform, make and view. Students will: • explore and improvise with ways to represent ideas through movement • develop technical and expressive skills • share their dance work with an audience • respond to dance works from a range of contexts • reflect on their own dance making • have a variety of individual responses • think about and plan responses to stimulus • work together to imagine ideas and create movement
	ASSESSMENT	**Summative assessment** Term 1: Focuses on the performance of fundamental and technical skills. Students are assessed on their execution and coordination for the skills of skip and clap, front gallops (changing legs with opposite arms), turn preparation (with balance). Term 2: Focuses on the performance and execution of choreographic sequences that incorporate and reflect the elements of dance. Students are assessed on their performance of a short choreographic sequences, performed in front of a live audience. Students are also assessed on their ability to identify and compare the elements of dance in two performance pieces.	**Summative assessment** Term 3: Focuses on the creation of a slow-tempo dance sequence that reflects and portrays a stimulus. Students are assessed on the creation and performance of the dance piece, performed in front of a live audience. Students are also assessed on the comparison of their own dance creation to a performance piece reflecting the same stimulus. Term 4: Focuses on the purpose of dance in relation to cultural dance and identity. Students are assessed on the planning, creation and performance of a dance sequence that reflects their personal culture / identity.

JAPANESE		SEMESTER ONE		SEMESTER TWO	
	OUTLINE	**My place your place** In this unit, students use language to introduce themselves, explore the concept of housing in Japan and make connections with student's own personal spaces within a home. Students will: • share their name and information about aspects of their personal spaces (such as their bedroom) • engage with a range of texts about housing in Japan • use a range of language to discuss and describe aspects of housing • analyse and understand the systems of language relating to pronunciation • participate in intercultural experiences to notice, compare and reflect on language and culture associated with Japanese homes.	**A day in a Japanese school (U2)** In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences. Students will: • engage with a range of texts about school experiences in Japan • use a range of language to discuss school experiences • analyse and understand the systems of language relating to script recognition • participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences.	**Fantastic Facts (U5)** In this unit, students explore different regions in Japan and describe places in their own community. Students will: • engage with a range of texts about different places around Japan explore the geography of Japan • use a range of language to describe various cultural items and events • analyse and understand the systems of language relating to script recognition and Japanese sentence structure • participate in intercultural experiences to reflect on language and culture relating to descriptions of places within a community	**The journey of the tale (U8)** Students will use language to explore the different representations of characters in traditional stories. They will: • engage with a range of traditional Japanese stories • explore the representation of heroes in traditional stories • analyse and understand the systems of language relating to pronunciation, script recognition and Japanese sentence structure • participate in intercultural experiences to reflect on language and cultural values relating to character transformations in imaginative texts.
	ASSESSMENT	**Summative assessment** Students introduce themselves, identify specific items of information, create short spoken texts related to their personal world. They describe people and events using adjectives and verbs, identify ways in which rhythm is used to chunk phrases and know the role of particles.	**Summative assessment** Students interact with the teacher and peers in regular classroom routines and structured interactions. Students comprehend short written texts that use familiar and repetitive language.	**Summative assessment** Students describe places and cultural items and events using adjectives, time- related vocabulary and appropriate verb forms.	**Summative assessment** Students describe people and events using adjectives, time-related vocabulary and appropriate verb forms They apply word order (subject–object–verb) in simple sentences

		SEMESTER ONE		SEMESTER TWO	
HEALTH	OUTLINE	**Managing change (U2)** Students will: • recognise strategies for managing change • discuss changes that occur as they get older and how these changes impact on how they think about themselves.		**Emotional responses & positive interactions (U3)** Students will: • investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. • analyse scenarios and identify possible triggers and warning signs to predict emotional responses. • explore factors that contribute to positive relationships, including with people at school and in their community.	
	ASSESSMENT	**Summative assessment** Students recognise strategies for managing change.		**Summative assessment** Students will recognise how emotional responses vary, understand how to interact positively with others in a variety of situations, describe factors that contribute to positive relationships	
PHYSICAL EDUCATION	OUTLINE	**Netball** Students will practise and refine fundamental movement skills to perform the elements of movement in a game of netball. They will examine the benefits of being healthy and physically active, and how they relate to futsal. Futsal	**Athletics** Students will create an athletic-themed sequence using fundamental movement skills and the elements of movement in a variety of athletic events. They will perform running, jumping and throwing sequences in authentic situations.	**Modified AFL** Students will apply movement concepts and strategies in a variety of volleyball activities and solve movement challenges in modified AFL games. Students apply strategies for working cooperatively and apply rules fairly.	**Badminton** Students refine fundamental movement skills and movement concepts and strategies in a variety of tennis activities and to solve movement challenges when playing a game of badminton. Students apply strategies for working cooperatively and apply rules fairly.
	ASSESSMENT	**Summative assessment** Perform movement sequences using fundamental movement skills and the elements of movement. Students understand the benefits of being healthy and physically active.	**Summative assessment** Create and perform movement sequences using fundamental movement skills and the elements of movement.	**Summative assessment** Apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. Students apply strategies for working cooperatively and apply rules fairly.	**Summative assessment** Refine fundamental movement skills and movement concepts and strategies in a variety of physical activities and to solve movement challenges. Students apply strategies for working cooperatively and apply rules fairly.