



# Year 4 Term 1 Overview

We have been given the pleasure of working with your child this year and we look forward to providing the students with the best learning outcomes through creating an environment that is both socially and intellectually stimulating. We believe that teaching needs to be seen as a partnership shared by the school, the student and their families. We look forward to working with you for the betterment of your child's education. If you have any concerns, or would like to check on the progress your child is making, please don't hesitate to contact us.

## English: Exploring Imaginative Texts

### Focus:

This term, students will read and enjoy a wide range of imaginative texts that use creative language and playful word choices to share ideas and tell stories. These include picture books, short novels and performances.

As they read and view texts, students will learn how imaginative stories are structured and how authors develop characters, events and ideas using language. They will explore how word choice and literary techniques help create meaning and engage the reader.

Students will respond to texts through shared and independent learning experiences, including discussion, writing and creative activities. They practise speaking and listening skills by sharing ideas, contributing to class conversations and presenting their thinking to others.

### Assessments:

- **English Assessment Task:** Completed Term 1 Weeks 8-9
- **Reading Assessment:** Ongoing



## Term 1

### Key Dates:

- **Assembly:** Monday 8:45am Weeks 2, 4, 6, 8 & 10
- **Leadership Ceremony:** 16th February
- **Parent Teacher Interviews:** 16th March
- **NAPLAN:** 11th–20th March
- **Senior Cross Country:** 25th March
- **Harmony Day:** 25th March
- **Celebration of Learning:** 1st April

## Mathematics

### Focus:

In Term 1, students will focus on applying a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Students will:

- use their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently
- choose rounding and estimation strategies to determine whether results of calculations are reasonable
- use the properties of odd and even numbers
- find unknown values in

numerical equations involving addition and subtraction

- follow and create algorithms that generate sets of numbers and identify emerging patterns
- compare angles relative to a right angle using angle names
- create and interpret grid references
- create many-to-one data displays, assess the suitability of displays for representing data and discuss the shape of distributions and variation in data
- use surveys and digital tools to generate categorical or discrete numerical data in

statistical investigations and communicate their findings in context

### Assessments:

- **Number Assessment Task:** Completed Term 1 Weeks 2-6
- **Space Assessment Task:** Completed Term 1 Weeks 8-9

## Inside this issue:

English Focus	1
Mathematics Focus	1
Science Focus	2
HASS Focus	2
Arts and LOTE Focus	3
Technologies, Health & P.E Focus	3
Homework Expectations	4
Key Dates and Information	4

# Science: Biological Sciences

## Focus:

In Term 1, students will explore different habitats, including their local environment, to learn about the roles of plants and animals and how they depend on each other for food. They will learn to identify producers, consumers and decomposers and understand why each plays an important role in keeping habitats healthy.

Students will create food chains using drawings, labels, models or digital tools to show how energy moves through a habitat. They will compare food chains to find patterns and learn why producers, such as plants, are essential to all ecosystems.

Students will also learn how scientists use models and graphs to predict what might happen when parts of a habitat change. They explore how changes in plant or animal numbers, including the introduction of new predators, can affect food chains. Students use scientific language to share their ideas and communicate what they have learned about how changes in habitats can impact local ecosystems.

## Assessment:

- **Biological Sciences Assessment Task:**  
Completed Term 1 Week 9/10



# HASS: Australia Before, During and After European Settlement

## Focus:

This semester, Year 4 students will understand the importance and the significance of European exploration and colonisation.

Students will:

- understand the significance of the journeys of explorer Captain James Cook
- explore the nature of contact between Aboriginal and Torres Strait Islander Peoples and others, and the effects of these interactions on people and environments
- investigate the diversity of Australia's first peoples and connection of Aboriginal and Torres Strait Islander Peoples to Country/Place
- understand the changing experiences of the British and Indigenous people.

## Assessment:

- **HASS: Australia Before, During and After European Settlement Assessment Task:** Completed Term 2 Weeks 6-7



# Health & PE

## **Focus:**

In Health, students will learn about the different influences that help shape their identities as they grow and develop a stronger understanding of themselves and others. They will explore the importance of respect, cultural awareness and inclusion, and discuss how stereotypes can influence people's choices and behaviours.

Through real-world examples and age-appropriate scenarios, students learn strategies to manage their emotions, behaviour and reactions to change.

They practise self-regulation skills that help them respond positively to physical, social and emotional changes and transitions.

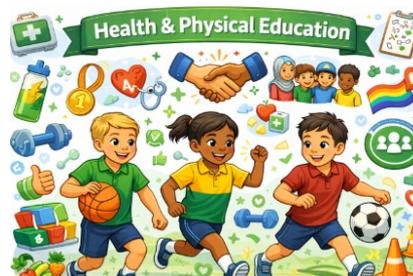
In PE, students will learn how to understand and think critically about health messages and information. They reflect on how these messages can influence their choices and behaviours and how they can make positive decisions that support their health, safety, relationships and overall wellbeing.

Students will continue to develop their physical skills by practising and combining movement skills to create movement sequences. They will apply movement concepts across a range of activities, including games and sports, and learn how to adapt their skills and strategies in new and unfamiliar situations.

Through physical activity, students will also practise important personal and social skills. They will learn how to play fairly, include others and build positive relationships, helping them develop confidence, teamwork and respect for others.

## **Assessment Tasks:**

- **Health Assessment Task:**  
Completed Term 2 Week 7
- **PE Assessment Task:**  
Completed Term 2 Week 7



# The Arts: Music & Visual Arts

## **Focus:**

This semester, students will be exploring Visual Arts and Music. In Visual Arts, students will explore how artists use patterns and textures from the world around them when creating artworks. They will look closely at their surroundings and learn how everyday surfaces and patterns can inspire artistic ideas.

Students will talk about their own artwork and the work of others. They will describe what the artwork shows, the ideas behind it and the feelings or messages it communicates.

Students will create their own artwork that shows different types of weather and the feelings those weather conditions can represent. Through this process, students use creativity and reflection to express ideas and emotions visually.

In Music, students will explore popular and cultural music through listening, performing and creating their own music. They will learn how music can be used to express ideas, feelings and cultural identity.

Students will practice and perform rhythms and songs, building confidence and developing their musical skills. In the composing part, students create their own rhythms and experiment with sound patterns.

Students will talk about the music they listen to, create and perform. They describe what they hear, share their opinions and reflect on how music makes them feel.

## **Assessment:**

**Music Assessment Task**  
Completed Term 2 Week 6

**Visual Arts Assessment Task**  
Completed Term 2 Week 6



# Design and Technologies

## Focus:

This term, students will apply design thinking skills to solve a real-world problem: creating a small habitat that supports a living thing. Using what they have learned about plants, animals and their needs, students will design and build a mini habitat such as an insect hotel, bird feeder or frog pond model.

Students will follow the design process by exploring the problem, generating and sketching ideas, selecting materials and planning safe construction steps. They will create and test a prototype using recycled and natural materials, considering how design features, materials and structure help the habitat function effectively.

Students will evaluate how well their design works, suggest improvements and explain their design choices to others. Through this project, students

will develop practical skills in planning, making, testing and evaluating designs, while learning how technology and thoughtful design can be used to support living things in the environment.

## Assessment Tasks:

- **Design and Technologies Task:**  
Completed Term 1 Week 10



# LOTE: Japanese

## Focus:

This semester, students will use Japanese to explore the idea of teamwork through fun and interactive group activities. They will practice working together while using simple Japanese words and phrases in meaningful ways.

Students will interact with their teacher and classmates through structured conversations, helping them build confidence in listening and speaking Japanese. They will also practice reading and translating short, simple texts to develop their understanding of the language.

## Assessment:

**LOTE Assessment Task**  
Completed Term 2 Week 6



