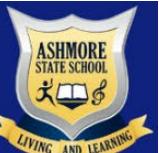


2026 YEAR FOUR CURRICULUM PLAN



Learning Area	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
English	<p>Unit 2: Reporting on topics of interest or learning 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. <i>Assessment 2.1 To read, view and comprehend an informative text. (R&V)</i> <i>2.2 To create a written and multimodal informative text for an audience. (W&C) Significant people</i></p>	<p>Unit 1: Exploring imaginative texts Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning. <i>Assessment 1.1 To share and extend ideas, opinions and information about a short film for an audience. (S&L)</i></p>	<p>Unit 4: Completing a novel study 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. <i>Assessment 4.1 To read, view and comprehend an imaginative text. (R&V)</i> <i>4.2 To create a written adventure narrative. (W&C)</i></p>	<p>Unit 3: Building an argument 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. <i>Assessment 3.1 To create a spoken argument to share and extend ideas, opinions and information about a topic. (S&L)</i></p>
Maths	<p>Unit 1: Number, Space, Statistics Students further develop proficiency and positive dispositions towards mathematics and its use as they: •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. <i>Assessment task 1.1 — Space</i> <i>Assessment task 1.2 — Statistics and Statistical investigations</i></p>	<p>Unit 2: Number, Algebra, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: •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 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 •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. <i>Assessment task 2.1 — Number and Mathematical modelling</i> <i>Assessment task 2.2 — Measurement</i></p>	<p>Unit 3: Number, Space, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: •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) •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). <i>Assessment task 3.1 — Number and Mathematical modelling</i> <i>Assessment task 3.2 — Measurement</i></p>	<p>Unit 4: Number, Algebra, Probability Students further develop proficiency and positive dispositions towards mathematics and its use as they: •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. <i>Assessment task 4.1 — Number, Algebra and Computational thinking</i> <i>Assessment task 4.2 — Probability and Probability experiments and simulations</i></p>
HASS	<p>Unit 1: History Australia before and after 1788 (History) Students develop knowledge and understanding about what life was like in Australia prior to and following 1788. They investigate the diversity of First Nations Australians prior to colonisation, including their social organisation and continuous connection to Country/Place. Students examine the causes and events that led to the establishment of the first British colony. Using sources such as pictures, maps, stories and artefacts, they develop questions and interpret and analyse information to explore the experiences of First Nations Australians, convicts, and military and civilian officials during early settlement. Students describe the effects of colonisation on people and environments including the impact on First Nations Australians and their Countries/Places. They present their findings using historical terms to show different perspectives on Australia's early history.</p>		<p>Unit 2: Truth Telling: Sustainable Australia (Geography and Civics and Citizenship) Inquiry question: How does an individual's way of doing, being and knowing shape the way they behave as a citizen on Country/place? Students will investigate a local environment and the ways differing perspectives guide the sustainable allocation and management of resources within Country.</p>	
HPE	<p>Unit 1: Managing changes and understanding influences on behaviours Students identify the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. They develop respectful practices, such as developing cultural awareness, and describe how inclusion and stereotypes can influence decision making and actions. Through context-specific and real-world experiences, students explore and describe self-regulation strategies to manage responses to physical, social and emotional changes and transitions.</p>		<p>Unit 2: Adapting movement strategies and interpreting health information Students interpret health information and messages and reflect on how they affect decisions and behaviours to enhance their health, safety, relationships and wellbeing. Students refine and combine fundamental movement skills to create a movement sequence. They demonstrate application of movement concepts to movement sequences across a range of situations. Through identified movement contexts such as games and sports, students build on previously learnt skills, adapt movement strategies and trial different techniques and combinations to apply movement sequences to unfamiliar situations. Students select, use and refine personal and social skills to demonstrate fair play and inclusion and manage and strengthen relationships.</p>	
Science	<p>Unit 1: Biology Students investigate habitats to identify the roles of organisms as producers, consumers and decomposers. They construct and compare food chains to explore feeding relationships and patterns within habitats. Using models and simple graphs, students predict how changes, such as missing species or introduced predators, affect food chains. They use scientific</p>	<p>Unit 2: Chemical sciences Students investigate natural and manufactured materials in everyday objects to understand how material properties relate to their use. They explore why certain materials are chosen or combined, including examples from Aboriginal and Torres Strait Islander practices. Using scaffolds and digital tools, students plan and conduct fair tests, make accurate measurements and</p>	<p>Unit 3: Earth and space science Students investigate how local water sources change over time and use rainfall and usage data to explain water availability. Through experiments, maps, graphs and digital models, they explore the water cycle and describe patterns using scientific vocabulary. Students consider why water conservation matters and share actions individuals and communities can take to reduce water use and waste.</p>	<p>Unit 4: Physical sciences Students investigate how frictional, gravitational and magnetic forces affect motion, planning and conducting safe and fair tests. They explore how these forces are used in real-world designs, including transport, medical tools, toys and technologies used by Aboriginal and Torres Strait Islander peoples. Students take formal measurements, organise force data in tables and graphs, and represent</p>

	vocabulary to explain their findings and communicate the impact of introduced organisms on local ecosystems.	compare findings with peers. Through experimentation, they consider how knowledge of material properties and sustainability can help solve real-world problems, such as reducing plastic waste.		force direction and magnitude with arrows. They assess the fairness of their investigations, compare results with peers and draw conclusions based on collected data.
Digital Technologies	<p>Unit 1: Digital Technologies Students learn how data can be represented in different ways and explore how digital systems transmit information. They investigate digital devices and peripherals; practise using secure passwords and build awareness of online safety and protecting personal data. Students use common digital tools to plan, create and share content, collaborating safely and responsibly.</p>	<p>Unit 2: Digital Technologies Students develop their computational thinking by designing and creating simple digital solutions, both individually and collaboratively. They practise defining problems using provided design criteria and co-developed user stories, strengthening their ability to plan and refine solutions. Students follow and describe simple algorithms that incorporate branching and iteration, implementing them as visual programs.</p>		
Design and Technologies			<p>Unit 2: Design and Technologies: Food and fibre production; Food specialisations Students explore food and fibre production and food specialisation, investigating how food and fibre are produced, selected, and prepared to meet community needs. They examine sustainable practices and the impact of design and technologies occupations in these fields. Students describe different ways of producing food and fibre in their local context/community. They explore how food is selected and prepared for healthy eating. Students select and use technologies such as tools, equipment, materials and components to individually and collaboratively plan and safely make designed solutions. They develop a sense of self and ownership of their ideas while considering the perspectives of their peers and communities as consumers.</p> <p><i>Assessment: Farmers Market</i></p>	
Japanese			<p>Unit 1: Exploring the language to play, plan and negotiate Students explore games popular with children in Japan and Australia, and the language used when playing, planning and negotiating with others. Students engage with a range of texts in Japanese that help them participate and play games according to the rules, and to identify the equipment required. Students use Japanese to create spoken texts using formulaic words, phrases, expressions and structures to play games; invite others to join in; take turns; give each other instructions; cheer each other on, and express praise or encouragement.</p>	
The Arts	<p>Unit 1: Visual Arts and Music In this unit, students explore how visual artists use elements and techniques to express ideas and meaning. They investigate where, why and how artworks are created across cultures and contexts. Through guided listening and simple music-making, students examine how different musical styles can influence or reflect visual art. They create their own artworks inspired by these musical experiences and share their work in informal settings, describing the artistic choices they made</p>	<p>Unit 2: Drama In this unit, students explore how drama elements and conventions are used to communicate ideas and meaning. They learn where, why and how dramatic works are created and presented across different cultures and contexts. Through improvised and rehearsed play, students use drama skills to create short performances that express ideas and perspectives. They share their work in informal settings and describe the choices they made in creating and presenting their drama.</p>		