Science

Year 4 Plan 2025

The *K–12 Curriculum, assessment and reporting framework* (K–12 Framework) requires schools to document, retain, and monitor or review their three levels of planning. This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum.

Sequence of units	Semester 1	Semester 2
	Unit 1	**Unit 2**
Unit description	In Term 1, students will focus on Chemical Sciences, specifically exploring natural and processed materials. They will investigate how the properties and characteristics of different materials make them suitable for particular purposes. Through hands-on investigations and observations, students will examine how materials respond under various conditions and begin to make connections between form, function, and everyday applications. This foundational knowledge will be extended in Term 2, where students will transition into Physical Sciences, focusing on contact and non-contact forces. Students will observe and explore how forces such as gravity, friction, and magnetism can affect the movement of objects. Students will apply their knowledge in a culminating design project: building a pinball machine. This project will integrate their learning about materials and forces, encouraging problem-solving, collaboration, and creative thinking through the application of scientific principles.	Term 3 - During this Unit the students will be learning about how natural and human activity cause changes to the Earth's surface. - They will conduct an experiment involving erosion. - They will answer a variety of questions around erosion and weathering that will be completed in an online test environment. - Create a Minecraft presentation that explains different processes and procedures/ structures that can minimise of stop beach erosion. Term 4 - Within this term the students will be learning about various animals and lifecycles. - The students will need to describe relationships that allow organisms to survive. -

Assessment		Semester 1	Semester 2
		Assessment task	**Assessment task**
Range and balance of assessment conventions[1]	**Technique** **If *other*, or more than one, specify**	Project Term 1 - Online Test Term 2 - Pinball Machine Project with short presentation of Forces used.	Experimental investigation Term 3 – Conduct and investigation into erosion. - Create a Minecraft presentation that explains different processes and strategies to minimise or stop beach erosion. Term 4 – Online test that will include questions relating to animals lifecycles. Students will also need to describe relationships.
	Mode	☒ Written ☒ Practical ☒ Multimodal ☒ Spoken/Signed	☒ Written ☒ Spoken/Signed ☒ Visual ☒ Practical ☒ Multimodal
	Conditions	*Refer to task sheet*	*Refer to task sheet*

Aspects of the achievement standard	Shade the cells to indicate aspects covered in the assessment	
Science Understanding and Science as a Human Endeavour ☼		
apply the observable properties of materials to explain how objects and materials can be used.		
describe how contact and non-contact forces affect interactions between objects.	Term 2	
discuss how natural processes and human activity cause changes to Earth's surface.		Term 3
describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal.		Term 4
identify when science is used to understand the effect of their actions.		Term 3
Science Inquiry ☼		
follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge.	Term 1 and Term 2	
describe ways to conduct investigations and safely use equipment to make and record observations with accuracy.	Term 1	
use provided tables and column graphs to organise data and identify patterns.		Term 3
suggest explanations for observations and compare their findings with their predictions.	Term 1 and Term 2	
suggest reasons why a test was fair or not.		Term 3

use formal and informal ways to communicate their observations and findings.		Term 3