

Term Three — Year Four Curriculum Overview 2026



English

Creating persuasive arguments to share opinions and information about sustainability topics

This term students engage with a variety of texts that provide a stimulus for building an argument, such as picture books, short novels, films, non-fiction texts and persuasive texts, as models for creating their own work.

Students read, view and comprehend texts that extend them as independent readers. They explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. Students identify the subjective language of opinion and feeling, and the objective language of factual reporting.

Students engage in shared and independent writing and/or learning experiences to explore persuasive features of an argument and create texts to present arguments to an audience using features of voice.



How to help your child with this:

1. Read often (10-15 minutes) and discuss texts.
2. Discuss topics of sustainability that they are passionate about and might what to persuade others to take part in.
3. Help your child/children practice for their presentations.

HASS

Using Places Sustainably

Students will investigate how people can use environments sustainably and the process of waste management in our local area.

How to help your child with this:

Discuss the slogan 'Reduce, Reuse and Recycle' and what it means and how they/your family can take action.



LANGUAGES

In the unit *Amazing Places* students will explore different regions in Japan and describe places in their own community. They will engage with language in texts about different places around Japan. They will explore the geography of Japan in comparison to Australia. They will describe various places in local community. *They will also participate in intercultural experiences to notice, compare and reflect on language and culture.*



Mathematics

Measurement and Space – Students will learn to use scaled instruments and appropriate units to measure length, mass, capacity and temperature. They will measure and approximate perimeters and areas.

Number— Students will learn to use their understanding of place value to represent tenths and hundredths in decimal form and to multiply natural numbers by multiples of 10. They will also recognise equivalent fractions and make connections between fraction and decimal notations. Students will expand their number knowledge by counting and representing fractions on a number line.

Furthermore they will use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation.

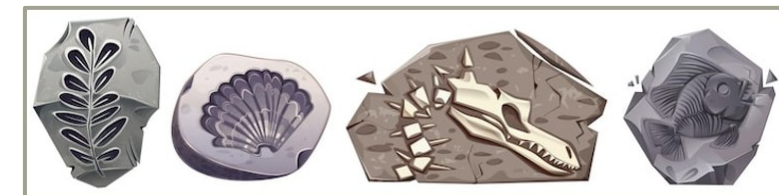


How to help your child with this:

1. Explore number facts, mentally compute problems and discuss thinking.
2. Identify everyday uses of mathematical concepts and how to apply them.
3. Play mathematical games.

The Arts– Visual Arts

This semester, students are exploring visual arts through planning an artwork using found objects as a stimulus. Students will use found objects to communicate meanings and ideas about landscapes in their work. They will use a variety of different artwork and modelling techniques to help create and shape their artwork. Parents are encouraged to help by advocating for their children to make artworks using non-traditional formats and objects to help inspire creativity and originality.



Science

Forces

This term students will use games to investigate and demonstrate the direction of forces and effect of friction on objects. They will investigate how forces can be exerted on an object by either contact or non-contact forces and communicate findings based on the data collected.

How to help your child with this:

1. Discuss push and pull forces (e.g. riding a bike, playing football)
2. Discuss stopping distances and braking when bike riding.



Health and Physical Education

Students apply strategies for working cooperatively and apply rules fairly in the game of cricket. They demonstrate refined striking/fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking / fielding games. In health, students investigate how stereotypes can influence the choices they make.



Technologies

Students will be creating a stop motion animation using Lego mini figs based on a humorous poem. They will also be comparing their animation to another animation; investigating similarities and differences in style, characters and theme.

