



Year 4 Term 4 Overview 2025

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English	This term our novel study is <i>'His name is Walter'</i> by Emily Rodda. Our writing focus for this term is to further develop student's knowledge in narrative. Students will edit work with focus on vocabulary development, sentence structure, grammar and punctuation. They will participate in 'Spelling Mastery' 4 days per week developing student understanding of morphology and phonics. Students will develop reading fluency and participate in Paired Fluency reading four days a week. Language • AC9E4LA06 - understand that complex sentences contain one independent clause and at least one dependent clause typically joined by a subordinating conjunction to create relationships, such as time and causality • AC9E4LA08 - understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity • AC9E4LA09 - understand past, present and future tenses and their impact on meaning in a sentence • AC9E4LA11 - expand vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources • AC9E4LA12 - understand that punctuation signals dialogue through quotation marks and that dialogue follows conventions for the use of capital letters, commas and boundary punctuation Literature • AC9E4LE04 - examine the use of literary devices and deliberate word play in literary texts, including poetry, to shape meaning • AC9E4LE05 - create and edit literary texts by developing storylines, characters and settings Literacy • AC9E4LY06 - plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation • AC9E4LY10 - understand how to use knowledge of letter patterns, including double letters, spelling generalisations, morphological word families, common prefixes and suffixes, and word origins, to spell more complex words • AC9E4LY11 - read and write high-frequency words including homophones and know how to use context to identify correct spelling
Mathematics	This term will focus on a variety of core mathematical concepts. Number

- AC9M4N01 - can write the number before and after, the nearest 10, 100, 1000 and 10 000, the expanded form (standard and non-standard), the word form and whether it's odd or even for a 8-digit 'number of the day'
- AC9M4N01- I can read and write numbers up to 8 digits and state the place value of the digits
- AC9M4N06, AC9M4N07- I can use rounding and estimation to explain why given calculations are or are not reasonable (e.g. $423 + 389 = 812$ is reasonable because both numbers are close to 400 and $400 + 400 = 800$)
- AC9M3A02 - I can continue and create number patterns
- AC9M4N08,- I can use bar modelling to find the whole associated with a given fraction and quantity

Measurement:

- AC9M4M01- I can state that there are 1000mL in 1 L and convert between mL
- AC9M4M01-I can read measuring jugs that have a range of different intervals
- AC9M4M02,- I can find the area and perimeter of rectangles by counting the grid squares that they are overlayed on

Shape:

- AC9M4M04- I can compare angles and classify them as equal to, greater than or less than a right angle
- AC9M4M04- I can compare angles and classify them as acute, right, obtuse, straight, reflex or revolution
- AC9M4M04-I can identify the angles within capital letters and label them as acute, right, obtuse, straight, reflex or revolution
- AC9M4M04-I can draw acute, right, obtuse, straight and reflex angles

Statistics and Probability

- AC9M4ST0- I can interpret and answer questions about the data displayed in column graphs including those with a non-unit scale
- AC9M4P02-I can conduct a chance experiment involving rolling a dice
- AC9M4P02-I can display the results of the dice chance experiment using a table and a column graph and explain why the results differ from a predicted outcome

HASS - Geography	Students will learn about the Age of Exploration, focusing on the Spanish and Portuguese voyages that changed the world. They explore why explorers set out—such as for trade, spreading religion, and building empires—and look at the impact of Europeans arriving in the Americas, especially through figures like Columbus, Cortés, and Pizarro. Students also learn about the Aztec and Inca peoples before colonisation and compare the effects of Spanish conquest with British colonisation in Australia, using maps, objects, and stories to understand how these events shaped today's world, including laws and control over land. (AC9HS4K07, AC9HS4S01, AC9HS4S02, AC9HS4S03, AC9HS4S04, AC9HS4S05, AC9HS406, AC9HS4S07)
The Arts	The Arts focus for Term 4 in Year 4 is Music. Students will continue with the unit from last term called 'Music and the Elements: Earth, Water, Fire and Air' (Good to Great Schools). Students will continue to explore how nature is represented in music and create their own compositions inspired by natural elements. Students will continue to develop their understanding of beat, rhythm, instrumentation, texture, and pitch through analysis and practice. Students will also learn how to play the Ukulele and finish the term learning Christmas songs. (AC9AMU4E01, AC9AMU4E02, AC9AMU4D01, AC9AMU4C01, AC9AMU4P01)
Health and Physical Education	Health this term will focus on: 'Making Healthy and Safe Choices' and 'Interacting with Others' Students will: • Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations • Investigate and apply behaviours that contribute to their own and others' health, safety, relationships, and wellbeing. (AC9HP4P08, AC9HP4P09, AC9HP4P10, ACH9HP4P07) Physical Education will focus on: 'Moving Our Bodies' and 'Learning through Environment' Students will: • Participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well • Apply and adapt movement strategies to achieve movement outcomes • Demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequence. • Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities such as tennis.

	(AC9HP4M01, AC9HP4M02, AC9HP4M03, AC9HP4M04, AC9HP4M09)
Science	Students will explore water as a vital Earth resource, learning about its various sources and how it moves through the environment via the water cycle. They will investigate key processes such as evaporation, condensation, and precipitation, linking these to changes in states of matter and real-life examples. The unit also highlights the cultural and spiritual importance of water for Aboriginal and Torres Strait Islander Peoples and encourages students to identify and understand local freshwater sources and their changes over time. (AC9S4U02, AC9S4H02)
Library/ Digital Tech	This term, students will begin an exciting unit on computer systems. Students will learn the basics of how computers work, including hardware and software components. This foundation will help them understand the technology they use daily and develop strong digital skills. (AC9TDI4K01, AC9TDI4K02, AC9TDI4P09)
Language	In Term 4, Year 4 students will continue to personalise their use of Chinese by sharing simple information about themselves, their friends, and families. They will use short sentences supported by gestures, visuals, and familiar vocabulary to communicate in meaningful ways. Students will focus on consolidating pronunciation and tone accuracy, supported by Pinyin. Through class reading and sentence-building activities, they will begin recognising how Chinese sentence structure works and how ideas are organised differently than in English. These experiences will support students to develop fluency and confidence in both oral and written Chinese as they prepare for the next stage of language learning. (AC9LC4C01, AC9LC4U02, AC9LC4U04)