YEAR 4 2025 Curriculum Overview					
Learning area	SEME	STER 1	SEMESTER 2		
Achievement Standard	By the end of Year 4, students interact with others, and listen to and create spoken and/or multimodal texts including stories. They share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts. They use text structures to organise and link ideas. They use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice. They read, view and comprehend texts created to inform, influence and/or engage audiences. They describe how ideas are developed including through characters and events, and how texts reflect contexts. They describe the characteristic features of different text structures. They describe how language features including literary devices, and visual features shape meaning. They read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge. They create written and/or multimodal texts including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They use paragraphs to organise and link ideas. They use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. They write texts using clearly formed letters with developing fluency. They spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.				
	UNII 1 Evoloring imaginative texts	UNIT 2 Benerting on topics of interact or learning	UNIT 3 Building an argument	UNIT 4 Completing a nevel study (Rewan of Rin)	
English V9	Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning. They read, view and comprehend a range of imaginative texts which support and extend students as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances. Through texts, students identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas. Students engage in shared and independent writing and/or learning experiences in response to imaginative texts. They develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information in response to texts with peers.	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. Students read, view and comprehend texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, and strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts. Students compare texts from different times with similar purposes and explore how authors use informative text structures and language features such as headings, italics and bold text to support readers or viewers to navigate the text. They identify visual features such as images and layout to complement, add to or shape understanding of a topic. Students engage in learning experiences, including shared and independent writing, to create reports about topics that are organised into paragraphs with relevant linked ideas, and use language to express and develop ideas.	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. 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 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.	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. Students read, view and comprehend a short novel which describes sequences of events that develop over chapters, and unusual happenings within a framework of familiar experience. The novel supports and extends students as independent readers as they integrate phonic, semantic and grammatical knowledge to read accurately and fluently. Students engage in shared and independent writing and/or learning experiences to create written responses about what they have read, using paragraphs to organise and link ideas, and language features including complex sentences, topic-specific vocabulary and literary devices. When creating written texts, students use phonic, morphemic and grammatical knowledge to correctly spell multisyllabic and multimorphemic words.	

Achievement Standard	By the end of Year 4, students use their understanding of place value to represent tenths and hundredths in decimal form and to multiply natural numbers by multiples of 10. They 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. Students use their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently. They choose rounding and estimation strategies to determine whether results of calculations are reasonable. Students use the properties of odd and even numbers. They recognise equivalent fractions and make connections between fraction and decimal notations. Students count and represent fractions on a number line. They find unknown values in numerical equations involving addition and subtraction. Students follow and create algorithms that generate sets of numbers and identify emerging patterns. They use scaled instruments and appropriate units to measure length, mass, capacity and temperature. Students measure and approximate perimeters and areas. They convert between units of time when solving problems involving duration. Students compare angles relative to a right-angle using angle names. They represent and approximate shapes and objects in the environment. Students create and interpret grid references. They identify line and rotational symmetry in plane shapes and create symmetrical patterns. Students create many-to-one data displays, assess the suitability of displays for representing data and discuss the shape of distributions and variation in data. They use surveys and digital tools to generate categorical or discrete numerical investigations and communicate their findings in context. Students order events or the outcomes of chance experiments in terms of likelihood and identify whether events are independent or dependent. They conduct repeated chance experiments and describe the				
	UNIT 1 Number, Space, Statistics	UNIT 2 Number, Algebra, Measurement	UNIT 3 Number, Space, Measurement	UNIT 4 Number, Algebra, Probability	
Mathematics V9	 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. 	 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 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. 	 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) recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical and virtual materials measure and estimate common attributes of objects using conventional instruments such as tape measures, measuring jugs and appropriate metric units 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). 	 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. 	

	By the end of Year 4, students apply the observable pro	perties of materials to explain how objects and materials of es to Earth's surface. They describe relationships that ass	can be used. They describe how contact and non-contact ist the survival of living things and sequence key stages in	forces affect interactions between objects. They discuss	1
Achievement	science is used to understand the effect of their actions.		ist the survivar of living trangs and sequence key stages in	The life cycle of a plant of animal. They identify when	45
Standard	Students follow instructions to identify investigable ques	tions about familiar contexts and make predictions based	on prior knowledge. They describe ways to conduct inves	tigations and safely use equipment to make and record	
	observations with accuracy. They use provided tables a	nd column graphs to organise data and identify patterns.	Students suggest explanations for observations and comp	are their findings with their predictions. They suggest	
	reasons why a test was fair or not. They use formal and	informal ways to communicate their observations and find	lings.		
	Unit 3: Material use	Unit 2: Ready, set, grow!	Unit 1: Here today, gone tomorrow	Unit 4: Fast forces	
	Students investigate physical properties of materials	Students investigate life cycles and sequence key	Students explore natural processes and human	Students use games to investigate and demonstrate	
	and consider how these properties influence the	stages in the life cycles of plants and animals. They	activity that cause weathering and erosion of Earth's	the direction of forces and the effect of contact and	
	selection of materials for particular purposes.	examine relationships between living things and their	surface. Students relate this to their local area, make	non-contact forces on objects. They use their	
	Students consider how science involves making	dependence on each other and on the environment.	observations and predict consequences of future	knowledge of forces to make predictions about	
	predictions and now science knowledge neips people	By considering numan and natural changes to the	occurrences and numan activity. They describe	games and complete games safely to collect data.	
	Students make predictions and use appropriate	on living things, including the impact on life cycles	their own and others' actions. They identify questions	data and identify patterns so that findings can be	
	materials and equipment safely to make and record	and the survival of the species. Students identify	and make predictions based on prior knowledge	communicated They identify how science knowledge	
Science	observations when conducting investigations.	when science is used to understand the effect of their	They safely use equipment and make and record	of forces helps people understand the effects of their	
V8.4	Students represent data, identify patterns in their	own and others' actions. Students identify	observations with accuracy. They suggest	actions.	
	results, suggest explanations for their results,	investigable questions and make predictions based	explanations for their observations, compare their		
	compare their results with their predictions, and	on prior knowledge. They discuss ways to conduct	findings with their predictions and communicate their		
	reflect upon the fairness of their investigations.	investigations safely and make and record	observations and findings.		
	Students complete simple reports to communicate	observations with accuracy. They use tables and			
	their findings.	column graphs to organise their data, suggest			
		explanations for observations and compare their			
		their else visit their predictions. They communicate			
		their observations and infulligs.			

YEAR 4 2025 Curriculum Overview						
Learning area	SEMESTER 1	SEMESTER 2				
Achievement Standard	By the end of Year 4, students recognise the significance of events in bringing about change and the importance of remained the same. They describe the experiences of an individual or group in the past. They describe and compa between components of the environment and between people and the environment. They identify structures that s person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge. Students develop questions to investigate. They locate and collect information and data from different sources, incorpinions and detect points of view. They interpret data and information to identify and describe distributions and si sequence information about events and the lives of individuals in chronological order with reference to key dates. Conventions. They reflect on their learning to propose action in response to an issue or challenge, and identify the specific terms in a range of communication forms.	f the environment. They explain how and why life changed in the past and identify aspects of the past that have are the diverse characteristics of different places at local to national scales. Students identify the interconnections upport their local community and recognise the importance of laws in society. They describe factors that shape a luding observations to answer these questions. When examining information, they distinguish between facts and mple patterns and draw conclusions. They share their points of view, respecting the views of others. Students They sort, record and represent data in different formats, including large-scale maps using basic cartographic possible effects of their proposed action. Students present ideas, findings and conclusions using discipline-	1 hour 30 mins			
HASS V8.4	 Unit 1: Early exploration and settlement Inquiry question: What were the short- and long-term effects of European settlement? In this unit, students: draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of <i>terra nullius</i> analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people examine the purpose of laws and distinguish between rules and laws explore the diversity of different groups in their local community consider how personal identity is shaped by aspects of culture, and by the groups to which they belong. 	Unit 2: Sustainable use of places Inquiry question: • How can people use environments more sustainably? In this unit, students: • explore the concept of 'place' with a focus on Africa and South America describe the relative location of places at a national scale identify how places are characterised by their environments describe the characteristics of places, including the types of natural vegetation and native animals examine the interconnections between people and environment and the importance of environments to animals and people identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments propose actions for caring for the environment and meeting the needs of people.				

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity. Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills Achievement 2 hours Standard

HPE Health V8.4	Unit 1 Making healthy choices	Unit 2 Good vibes only! RRE	Unit 4 Netiquette and online protocols RRE	Unit 3 Health channels	NCT HEALTH	
RESPECT PROGRAM EMBEDDED	Students identify strategies to keep healthy and improve fitness. They explore the <i>Australian guide to</i> <i>healthy eating</i> and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages.	Students explore emotions and mental health strategies and how they support positive wellbeing and mindset.	Students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources to support their safety.	Students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios.	1.5 hours/week	
HPE Movement V8.4	Unit 1 Superstars - Criss Cross	Unit 2 Take your marks, get set, play!	Unit 3 Scoot Scoot	Unit 4 Bat, catch, howzat!		
Specialist Teacher	Students practise and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. They examine the benefits of being healthy and physically active, and how they relate to skipping.	Students develop the fundamental movement skills of running, jumping and throwing. They practise and refine these skills in individually based activities. Students apply these skills in simple games and group challenges by refining movement concepts and strategies. They also explore the benefits of physical activity to health and wellbeing.	Students refine fundamental movement skills and apply movement concepts and strategies to learn safe scooter-riding techniques. They apply these skills, concepts and strategies to solve scooter-riding challenges and create and perform a scooter-riding sequence.	Students apply strategies for working cooperatively and apply rules fairly. They refine striking and fielding skills and concepts in active play and games. They apply skills, concepts and strategies to solve movement challenges in striking and fielding games.	NCT PE Specialist 30 mins/week	

Achievement Standard	By the end of Year 4, students explain how products, services and environments are designed to best meet needs of communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. Students create designed solutions for each of the prescribed technologies contexts. Students and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when producing designed solutions.	By the end of Year 4, students describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes. They explain how the same data sets can be represented in different ways. Students define simple problems, design and implement digital solutions using algorithms that involve decision-making and user input. They explain how the solutions meet their purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.	1 Hour
Technologies V8.4	DESIGN AND TECHNOLOGY Unit 1 Repurpose it	DIGITAL TECHNOLOGIES Unit 2 What's your waste footprint?	
	Materials and technologies specialisations Students investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They repurpose a clothing item with other recycled materials to create a useful item. They explore the role of people in Design and Technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs. Students apply processes and production skills, including: • investigating by: • communicating with clients and critiquing needs or opportunities for designs • testing materials including fabrics and exploring techniques for shaping and joining them • identifying examples of recycling, up-cycling and reusing • generating design ideas for a useful item and communicating them with annotated design drawings • producing a useful item by selecting relevant tools and resources and using them safely	 Students explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). Students: recognise different types of data and represent the same data in different ways collect, access and present data as information using simple software (such as spreadsheets) explore and describe how a range of common information systems present data as information to meet personal, school and community needs develop skills in computational and systems thinking when solving problems and creating solutions plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols explain how existing information systems meet personal, school and community needs. 	

evaluating design ideas, processes and solutions	
 collaborating as well as working individually throughout the process 	
managing by sequencing production steps.	

YEAR 4 2025 Curriculum and Assessment Schedule					
Learning area	SEMESTER 1	SEMESTER 2	MINIMUM TIME ALLOCATIONS PER WEEK		
Achievement Standard By the end of Year 4, students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama in their drama. Students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They collaborate to plan, make and perform drama that communicates ideas.		By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending on the purpose. Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus.	1 hour 15 mins (Includes 30 mins Music)		
THE ARTS V8.4	DRAMA: Unit 3 Exploring issues through drama	DANCE: Unit 2 Dance Messages			
	 Students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama. Students will: explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issue-based drama shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal Peoples and Torres Strait Islander Peoples, using the elements of drama to make comparisons. 	 Students make and respond to dance by exploring how dance is used to represent stories. Students will: improvise and structure movement ideas for dance sequences that represent a story using the elements of dance and choreographic devices practise technical skills safely in fundamental movements perform dances using expressive skills to represent a story identify how the elements of dance and production elements represent ideas about stories in dance including those of Aboriginal peoples, Torres Strait Islander peoples and Asian peoples. 			

Achievement Standard	By the end of Year 4, students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.			
	Unit 1: Let's play and explore the orchestra (includes learning the Recorder)	Unit 2: Songs of Australia		
THE ARTS Music V8.4 Specialist Teacher	 In this unit, students make music and respond to music exploring instruments of the orchestra. Students will: develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns practise singing, playing instruments and improvising a variety of music using elements of music including rhythm, pitch, dynamics and form in a range of pieces create, perform and record compositions by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music from Australia and the world using the elements of music to make comparisons (including music of Aboriginal peoples and Torres Strait Islander peoples and the instruments they use). 	 Students make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia. Students will: develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns used in music related to the theme of European exploration and the movement of peoples practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces create music about European exploration and the movement of people, perform to an audience via pageant, concert or flash mob and record compositions by selecting and organising sounds, silence, tempo and volume identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal Peoples and Torres Strait Islander Peoples. 	Specialist 30 mins/week	

	Timeline 2025						
r 4		T1	T2	Т3	T4		
– Yea	SSP: PLD – phonics sequence (reading & spelling) Screeners and trackers	\checkmark	\checkmark	\checkmark	✓		
IOOI	RESPECTFUL RELATIONSHIPS EDUCATION		\checkmark	\checkmark			
SCF	LIFE EDUCATION	\checkmark	\checkmark	\checkmark			
LATE	WRITING (samples – monitoring)				\checkmark		
3A S ⁻	STANDARDISED TESTING SOUTH AUSTRALIA SPELLING				√		
NO	WATER SAFETY & SWIMMING EXPECTATIONS			\checkmark			
ONOO	EXCURSIONS/INCURSIONS		Science: Reef HQ – turtles skype/livestream Week 5	HASS Excursion: TCC – RECYCLING CENTRE Week xxx			