



Statement of Intent – Year 4 – Term 2 – 2026

This overview is subject to change based on school factors and the needs and abilities of the class.

Religious Education	Mathematics	English
<p><u>Penance</u></p> <ul style="list-style-type: none"> ○ People try to live in right relationships ○ Jesus teaches how to live in loving relationships ○ People experience hope and healing through the Sacrament of Penance ○ Catholics experience God's love, forgiveness and healing in the Mass ○ The Sacrament of Penance restores people to right relationships. <p><u>Eucharist</u></p> <ul style="list-style-type: none"> ○ People gather to celebrate ○ Jesus celebrated with others ○ The Eucharist began at the Last supper ○ Holy Communion unites people with Jesus in a special way ○ The Liturgy of the Eucharist is the central part of the Mass ○ People live a Eucharistic life 	<p><u>Number & Algebra</u></p> <ul style="list-style-type: none"> ○ Recall multiplication facts up to 10×10 and related division facts ○ Represent and explain the relationship between multiplication and division using arrays and equations ○ Patterns and Relationships ○ Create and represent increasing multiplicative patterns, using concrete materials and numbers, and describe rules to represent the pattern ○ Calculating with number ○ Add and subtract whole numbers up to four digits using flexible and efficient strategies ○ Explore a range of additive estimation strategies for different situations, including using knowledge of odd and even numbers ○ Multiply two-digit numbers by one- and two-digit numbers, and divide whole numbers by one-digit numbers, where there is no remainder, using flexible and efficient strategies ○ Modelling with number ○ Identify and represent real-world additive and multiplicative situations with diagrams and equations to reach a solution. Interpret and communicate findings in context ○ Measurement & Geometry ○ Two-dimensional space and structures ○ Explore, visualise, describe and create two-dimensional shapes that result from combining or splitting familiar shapes ○ Three-dimensional space and structures ○ Connect three-dimensional objects to their two-dimensional representations and visualise and describe key features that cannot be seen ○ Create or interpret grid maps, describe positions and pathways, and explore scales and legends 	<p><u>Language</u></p> <p>Language for interacting with others</p> <ul style="list-style-type: none"> ○ Explore language used to develop relationships in formal and informal situations ○ Identify the subjective language of opinion and feeling, and the objective language of factual reporting <p>Language text structure, organisation and features</p> <ul style="list-style-type: none"> ○ Identify how texts across learning areas are typically organised into stages and phases and use language features appropriate to purpose ○ Identify how text connectives, including temporal and conditional words, and topic word associations, are used to sequence and connect ideas <p>Language for expressing and developing ideas</p> <ul style="list-style-type: none"> ○ 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 ○ Understand past, present and future tenses and their impact on meaning in a sentence ○ Expand vocabulary by exploring a range of synonyms and antonyms, using words encountered in a range of sources <p>Phonic and word knowledge</p> <ul style="list-style-type: none"> ○ Understand how to use and apply phonological and morphological knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes ○ 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 ○ Read and write high-frequency words, including homophones, and know how to use context to identify correct spelling <p><u>Literature</u></p> <p>Literature and contexts</p> <ul style="list-style-type: none"> ○ Engaging with and responding to literature ○ Describe the effects of text structures and language features in literary texts when responding to and sharing opinions <p><u>Literacy</u></p> <p>Texts in context</p> <p>Interacting with others</p> <ul style="list-style-type: none"> ○ Listen for key points and information to carry out tasks and use interaction skills to contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information <p>Analysing, interpreting, and evaluating</p> <ul style="list-style-type: none"> ○ Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text <p>Creating texts</p> <ul style="list-style-type: none"> ○ Plan, create, edit and publish written and multimodal imaginative, informative texts using the SRSD writing structure and the TIDE mnemonic, using visual features, relevant ideas linked in paragraphs, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation ○ Plan, create, rehearse and deliver structured oral and/or multimodal presentations to report on a topic (Speak Up Awards), using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume



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Humanities & Social Sciences		Digital Technologies		Health	
<p>HISTORY</p> <p><u>History Knowledge and Understanding</u></p> <ul style="list-style-type: none"> The journey of one world navigator, explorer or trader up to the late 18th century, including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival <p><u>HASS Skills</u></p> <p>Questioning and researching</p> <ul style="list-style-type: none"> Identify current understanding of a topic Develop a range of focus questions to investigate Locate and collect information from a variety of sources Record selected information and/or data Recognise the ethical protocols that exist when gathering information and/or data <p>Communicating and reflecting</p> <ul style="list-style-type: none"> Present findings and conclusions in a range of communication forms, appropriate to audience and purpose, using relevant terms Reflect on learning and act on findings in different ways 		<p><u>Digital Systems</u></p> <ul style="list-style-type: none"> Digital systems, including peripheral devices, are used to transfer and store different types of data <p><u>Data Representation</u></p> <ul style="list-style-type: none"> Data of the same type can be represented in different ways depending on the purpose <p><u>Privacy and Security</u></p> <ul style="list-style-type: none"> Personal data that is shared and stored online can pose risks Access their school account, using a memorised password. It should be easy to remember but difficult for others to guess. Risks of not logging out <p><u>Digital Implementation</u></p> <ul style="list-style-type: none"> Represent an algorithm (sequence of steps) involving decisions (branching) and repetition using flow charts Implement algorithms (sequence of steps) in a visual programming environment to include decisions (branching) and repetition <p><u>Design Thinking Skills</u></p> <p>Investigating and defining</p> <ul style="list-style-type: none"> Define the features of a design brief and the requirements of a design task Investigate and select resources based on properties for the given task <p>Designing</p> <ul style="list-style-type: none"> Design solutions through use of labelled drawings, technical terms, decision-making and/or a sequence of steps <p>Producing and implementing</p> <ul style="list-style-type: none"> Use appropriate technologies, components and/or equipment and follow agreed protocols to produce a designed solution <p>Evaluating</p> <ul style="list-style-type: none"> Use given criteria to evaluate design features, selected resources, decision-making processes and the designed solution 		<p><u>WA Curriculum Health Descriptors:</u></p> <ul style="list-style-type: none"> Strategies that help individuals to manage the impact of physical, social and emotional changes Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help and thinking optimistically. <p><u>Highway Heroes</u></p> <p>Module 3: Getting things done; The secrets of staying power and grit.</p> <p><u>Protective Behaviours:</u></p> <p>Focus Area 2: Relationships</p> <ul style="list-style-type: none"> Topic 3: Power in Relationships Topic 4: Trust and networks 	
Auslan		Physical Education		Music	
<p>This term strengthens students' ability to describe, explain, and interact using Auslan by introducing sequencing, comparison, and descriptive language.</p> <ul style="list-style-type: none"> Describe food, routines, places, and travel using visual features and space Explain preferences, actions, and simple ideas using short signed sequences Build fluency and accuracy through structured interaction and role-play 		<p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> Catching and throwing a small ball Tagging in League Tag <p>Combination of locomotor and object control skills in minor games</p> <ul style="list-style-type: none"> Scooping, running with ball, throwing and catching in net – Modcrosse Tagging, playing the ball and backward passing – League Tag <p>Locomotor Skills:</p> <ul style="list-style-type: none"> Running Weaving Maintaining a balanced position when performing skills e.g. Bending knees when scooping Modcrosse ball and tagging an opponent. <p>Movement Skills and tactics to achieve outcome:</p> <ul style="list-style-type: none"> Demonstrating movement concepts and strategies to gain possession of ball and create scoring opportunities 		<p>Students follow the Kodaly methodology through a collection of songs from around the world to learn the elements listed.</p> <ul style="list-style-type: none"> Development and consolidation of aural and theory skills, including: <ul style="list-style-type: none"> rhythm (dotted minim ♩) tempo (changing tempos; terminology (presto, andante, adagio, allegretto)) pitch (intervals (recognising leaps and steps, pentatonic scale)) dynamics (terminology and symbols pianissimo (pp), fortissimo (ff)); expressive devices (smoothly, short, detached) form (ternary (ABA); bridge; coda) <p>Develop further understanding of instruments families of the Orchestra</p>	
		Science		Art	
		<p>Biological Science:</p> <ul style="list-style-type: none"> Studying producers, consumers and decomposers Exploring the roles that producers, consumers and decomposers have within their habitat Showing these interactions using food chains 		<p>Students will:</p> <ul style="list-style-type: none"> Continue to extend their understanding of the Visual Art elements and explore ideas to develop realistic, narrative and abstract artwork. Focus on the Visual Art element of form with a three-dimensional project using found and used materials. Be introduced to contemporary sculpture artists and their art styles and use their art style as inspiration to create their own assemblage sculpture artwork. Be guided by paint techniques and processes that enable them to create original artwork. Practise using Visual Art terminology to reflect on how they may create purpose and meaning in their artwork. 	



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		<ul style="list-style-type: none">○ Modcrosse – passing to a team member closer to goal and running between opponents to make a try in League Tag. <p>Cooperation Skills:</p> <ul style="list-style-type: none">○ Basic rules in games ways in which to keep activities safe and fair e.g. collaborating to alter rules to suit the age group – 5 seconds with ball in Modcrosse instead 4○ Transfer of skills and prior knowledge to solve movement challenges e.g. running with stick in Modcrosse.			
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