



# Statement of Intent – Year 4 – Term 1 – 2026

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Religious Education	Mathematics	English
<p><u>Church</u></p> <ul style="list-style-type: none"> <li>○ People learn in communities</li> <li>○ Jesus teaches people to live good lives</li> <li>○ Members of the Church believe the teachings of Jesus to be important</li> <li>○ The Apostles handed on the teachings of Jesus</li> <li>○ God's family, the Church, teaches how to live as God wants</li> </ul> <p><u>Lent/ Easter</u></p> <ul style="list-style-type: none"> <li>○ People show love and forgiveness</li> <li>○ God always forgives</li> <li>○ Jesus forgives and shows mercy</li> <li>○ Spiritual and corporal works of mercy make the world a better place</li> <li>○ The Church focuses on the Crucifixion of Jesus on Good Friday</li> <li>○ Followers of Jesus focus on love, mercy and forgiveness during Lent</li> </ul>	<p><u>Number &amp; Algebra</u></p> <ul style="list-style-type: none"> <li>○ Recognise, represent and order numbers to at least tens of thousands</li> <li>○ Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems</li> <li>○ Recall multiplication facts up to <math>10 \times 10</math> and related division facts</li> </ul> <p><u>Measurement &amp; Geometry</u></p> <ul style="list-style-type: none"> <li>○ Convert between units of time</li> <li>○ Use 'am' and 'pm' notation and solve simple time problems</li> <li>○ Create symmetrical patterns, pictures and shapes with and without digital technologies</li> </ul>	<p><u>Reading &amp; Viewing</u></p> <ul style="list-style-type: none"> <li>○ Make connections between the ways different authors may represent similar storylines, ideas and relationships</li> <li>○ Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</li> <li>○ Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing</li> <li>○ Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts</li> </ul> <p><u>Writing &amp; Spelling</u></p> <ul style="list-style-type: none"> <li>○ Whole school writing program SRSD (Self-Regulated Strategy Development), ensures structured pathway to confident writing, consistent, evidence-based method for teaching writing</li> <li>○ Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience</li> <li>○ Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives</li> <li>○ Create literary texts by developing storylines, characters and settings</li> <li>○ Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech</li> <li>○ Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features</li> <li>○ Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research</li> <li>○ Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure.</li> </ul> <p><u>Handwriting and Typing</u></p> <ul style="list-style-type: none"> <li>○ Learn cursive letter formations and practice letter formations daily</li> <li>○ Learn to touch type and become more proficient in typing skills, using the Typing Club program twice a week</li> </ul> <p><u>Speaking &amp; Listening</u></p> <ul style="list-style-type: none"> <li>○ Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group</li> <li>○ Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences</li> </ul>



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Humanities & Social Sciences	Technologies		Auslan	
<p><b>History</b></p> <p><b>Knowledge and Understanding</b></p> <ul style="list-style-type: none"> <li>○ The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's lives</li> <li>○ The diversity and longevity of Australia's first peoples and the ways they are connected to <u>Country/Place</u> (e.g. land, sea, waterways, skies) and their pre-contact ways of life</li> <li>○ Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to <u>Country/Place</u> has influenced their views on the <u>sustainable</u> use of these resources, before and after colonization</li> </ul> <p><b>Skills</b></p>	<p><b>Digital Systems</b> *Digital systems and <u>peripheral devices</u> are used for different purposes and can store and transmit different types of <u>data</u></p> <p><b>Processes and Skills</b> COLLECTING, MANAGING AND ANALYSING DATA *Collect and present different types of <u>data</u> for a specific purpose using <u>software</u>.</p> <p>DIGITAL IMPLEMENTATION *Use simple <u>visual programming</u> environments that include a sequence of steps (algorithm) involving decisions made by the user (branching).</p> <p>INVESTIGATING AND DEFINING *Define a sequence of steps to design a solution for a given task. *Identify and choose the appropriate <u>resources</u> from a given set.</p> <p>COLLABORATING AND DEFINING *Work independently, or collaboratively when required, to plan, create and communicate ideas and <u>information</u> for solutions.</p> <p>EVALUATING *Use <u>criteria</u> to <u>evaluate</u> and <u>justify</u> simple <u>design processes</u> and solutions</p>		<p>This term strengthens students' ability to create meaning by expanding language features and accuracy in Auslan.</p> <ul style="list-style-type: none"> <li>○ Use facial expression, space, and sequencing to add detail</li> <li>○ Describe emotions, routines, and experiences more clearly</li> <li>○ Build confidence and fluency in communication</li> </ul>	
<p><b>Analysing</b></p> <ul style="list-style-type: none"> <li>○ Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and <u>trends</u>, make connections between old and new information)</li> <li>○ Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic)</li> <li>○ Translate collected information and/or data into different formats (e.g. create a timeline, <u>change</u> data into a table and/or graph)</li> </ul>	<p><b>Physical Education</b></p> <p><b>Fundamental Movement Skills:</b></p> <ul style="list-style-type: none"> <li>○ Catching</li> <li>○ Underarm and overarm throws</li> </ul> <p><b>Combination of locomotor and object control skills in minor games</b></p> <ul style="list-style-type: none"> <li>○ Batting, bowling, and fielding – cricket</li> <li>○ Scooping, running with ball, throwing and catching in net – Modcrosse</li> </ul> <p><b>Locomotor skills:</b></p> <ul style="list-style-type: none"> <li>○ Running</li> <li>○ Weaving</li> </ul> <p>Maintaining a balanced position when performing a skill e.g. not spinning after batting in cricket.</p> <p>Movement skills and tactics to achieve outcome: demonstrating movement concepts and strategies to gain possession of ball and create scoring opportunities – Modcrosse</p>	<p><b>Music</b></p> <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"> <li>○ Improvise with the elements of music to create music ideas.</li> <li>○ Develop and consolidate aural and theory skills, including rhythms: ta, te-te, za, tika-tika, too, three, four. Pitch: do, re, mi, so and la on the music staff.</li> <li>○ Develop performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics)</li> </ul>	<p><b>Science</b></p> <p><b>Chemical Science</b> This term the students will:</p> <ul style="list-style-type: none"> <li>○ Learn about the properties of natural and man-made materials including fibres, metals, glass and plastics</li> <li>○ Explore how to test materials for different properties</li> <li>○ Examine real-life applications by designing packaging suitable to store and transport food,</li> <li>○ Justify why each material has been chosen.</li> </ul>	<p><b>Art</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>○ Extend their understanding of the Visual Art elements and explore ideas to develop realistic, narrative and abstract artwork</li> <li>○ Focus on semi-abstract art with a dog portraiture project</li> <li>○ Be introduced to Australian and international contemporary artists and their art styles and use their art style as inspiration to create their own dog portraiture artwork using paint</li> <li>○ Be guided by techniques and processes that enable them to create original artwork</li> <li>○ Practise using Visual Art terminology to reflect on how they may create purpose and meaning in their artwork</li> </ul>



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		<p>Cooperation skills to ensure everyone is included in all activities e.g. modifying rules for SN children.</p> <p>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 steps/5 seconds in Modcrosse instead of 3.</p> <p>Transfer of skills and prior knowledge to solve movement challenges e.g. running with the bat in cricket – running with net in Modcrosse.</p>			
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