



## Year 4 Curriculum Snapshot Term 1, 2026

### Science

#### Habitats and food chains

Students investigate different habitats, including their local habitat, to identify the roles of organisms and their feeding relationships. They categorise organisms as producers, consumers or decomposers and explain their importance within habitats.

**Students will demonstrate their understanding by** identify producers, consumers and decomposers in habitats and construct food chains, explaining feeding relationships.



### The Arts

#### Drama- Country and Place

**We will be trialling a new arts program called Amplify this term.**

Students will create dramatic action after exploring ideas and narrative structures in Dreaming stories using voice, body, movement, and language to sustain role and relationships. **They will demonstrate their understanding by** planning & performing a scripted drama.

### Special events this term

#### Bush Neighbours program (3 sessions)

Wed 11 Feb -Habitats are Homes. Wed 18 Feb -Wildlife Experience  
Wed 25 March – Peace Park and 3<sup>rd</sup> Lagoon visit Reserve (next to school)  
**Harmony day presentation** – Monday 30 March  
**Cross Country (at school)** Thursday 2 April

### English

#### Examining short animations

Students will engage with a variety of imaginative texts – short animations that include literary devices and/or deliberate word play to shape meaning.

Through animation texts, students will identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas.

Throughout the term, students will engage in shared and independent writing and/or learning experiences in response to imaginative texts. They will develop speaking and listening behaviours when interacting with others.

**They will demonstrate their understanding by** presenting a review of an animation as a TV reporter at a film festival.

### Japanese

#### Introducing me

Students will explore foundational Japanese greetings, numbers and present a brief self-introduction. **Students will** present a talk about themselves in Japanese. *This subject will be assessed Sem 2.*

### Mathematics TERM 1

**Students will know and understand concepts in the following areas:**

#### Number & Place Value

- read and represent, order 5-digit numbers\represent large numbers in word & no. form
- represent standard / non-standard place value
- recall addition and subtraction facts and devise strategies for multiplication and division facts.
- Understand fractions.

#### Data representation and interpretation

- Develop and use surveys and digital tools to generate data. Create data displays.
- Interpret and represent information contained within various data display.
- Compare data.

#### Space - Symmetry

- Use materials and digital tools to recognise line & rotational symmetry.

#### Space - Mapping

- Create & interpret grid reference systems.
- Describe directions on a map to locate places.

**Students will demonstrate their understanding by:**

- Monitoring recall of facts.
- Monitoring tasks to show fraction knowledge.
- Statistics investigations -creating and analysing data.
- Mapping Test - find locations on grid map.

### History and Social Studies

#### Laws, culture and Person's sense of belonging

**In this unit students will:**

- Recognise the importance of laws in society
- Describe factors that shape a person's identity and sense of belonging.
- Explore diversity in their community focusing on social, cultural and religion groups and discuss different purposes, beliefs, traditions and symbols.

**They will demonstrate their understanding by** recognising the importance of laws in society, share points of view and distinguish between facts and opinions. They will describe factors that shape a person's identity and sense of belonging.

### Health -Culture in Australia: Positive

**interactions. In this unit students will** participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They will investigate how heritage and culture contribute to identity. **They will demonstrate their learning by** identifying how heritage and culture influences identity.

### Physical Education - movement

#### Splish Splash – swimming \*weeks

**Students will** refine fundamental skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. **They will demonstrate their learning by** performing these skills as teacher observes and records their

### Design Technology

#### What's for lunch?

**Students will** investigate the production of food and explore the food technologies used in modern and traditional society.

Students will demonstrate their knowledge about healthy eating by designing a healthy school lunch.

