



Warrigal Road State School Curriculum Overview for Year 4, Term 2 2026

ENGLISH:

Students will focus on:

Reading and Viewing:

- Reading, viewing, and comprehending texts created to inform audiences
- Exploring the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts
- Reading different types of texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, re-reading and self-correcting when needed
- Using comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, to expand topic knowledge and ideas, and evaluate texts
- Describing the characteristic features of different text structures
- Describing how language features including literary devices, and visual features shape meaning

Writing and Creating

- Creating written and multimodal informative texts for specified purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts
- Expanding vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources
- Using paragraphs to organise and link ideas
- Using language features including complex sentences, topic-specific vocabulary and literary devices, and visual features
- Expanding vocabulary by exploring a range of synonyms and antonyms, and using words encountered in a range of sources
- Exploring the effects of choices when framing an image, placement of elements in the image and salience on composition of still and moving images in texts
- Spelling words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge (monitoring)
- Understanding 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

ASSESSMENT:

Reading and viewing:

- Observations
- Short response

Writing and designing:

- Extended response-creating a written or multimedia informative text

	<ul style="list-style-type: none"> Understanding past, present and future tenses and their impact on meaning in a sentence 	
<p>MATHEMATICS:</p>	<p>Students will focus on:</p> <p>Number and Algebra:</p> <ul style="list-style-type: none"> Using mathematical modelling to solve financial and other practical problems Formulating the problems using number sentences, solving the problems choosing efficient strategies and interpreting the results in terms of the situation Using their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently Using place value partitioning, basic facts and an area or region model to represent and solve multiplication problems, such as 16×4, thinking 10×4 and 6×4, $40 + 24 = 64$ or a double, double strategy where double 16 is 32, double this is 64, so 16×4 is 64 Using rounding and estimation strategies to determine whether results of calculations are reasonable using the properties of odd and even numbers Developing efficient strategies and use appropriate digital tools for solving problems involving addition and subtraction, and multiplication and division where there is no remainder <p>Space and measurement:</p> <ul style="list-style-type: none"> Converting between units of time when solving problems involving duration Solving problems involving the duration of time including situations involving “am” and “pm” and conversions between units of time Calculating the amount of time between 2 events, such as the start and finish of a movie, a bus journey or a flight, including cases where the starting and finishing times are written using “am” and “pm” notation Converting units of time using relationships between units, such as 60 minutes in an hour and 60 seconds in a minute, to solve problems; for example, creating a daily timetable for an activity such as an athletics carnival or planning an exercise routine with activities and rests 	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Observations Student work samples Short response tests Monitoring tasks
<p>Science</p>	<p>Students will focus on:</p> <ul style="list-style-type: none"> Exploring the effect of human activity, natural disasters and extreme weather that cause erosion of the Earth’s surface. They will identify types of rocks, different agents of weathering and erosion, and investigate solutions to erosion problems. Exploring how Earth’s surface changes over time due to natural processes and human activity Investigating examples such as erosion, weathering and the impact of people on the environment 	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> Observations Teacher conferencing Short response test

	<ul style="list-style-type: none"> • Making predictions, identifying patterns and describing relationships based on their observations • Developing their scientific inquiry skills by asking questions, making predictions, planning and conducting investigations, recording and comparing results, and communicating their findings 	
HASS	<p>Students will focus on:</p> <ul style="list-style-type: none"> • Learning about Australia’s past, including the arrival of the First Fleet and early colonisation • Exploring the experiences of First Nations Australians before and after colonisation, with a focus on their ongoing connection to Country • Examining how people, places and environments have changed over time • Developing an understanding of how rules and laws support communities • Learning about the role of local government, how decisions are made, and how citizens contribute to their community • Exploring why laws are important and how they affect their everyday lives • Exploring cultural diversity within their community and learn how belonging to different groups can shape a person’s identity • Considering how people’s backgrounds, experiences and connections influence who they are and how they interact with others 	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> - Observations - Teacher conferencing - Short response test
The Arts (Drama)	<p>Students will focus on:</p> <ul style="list-style-type: none"> • Working in groups to devise a drama about the issue of endangered animals • Describing and discussing drama made, performed and viewed • Using and identifying various elements of drama including mime, gesture, facial expression and voice 	<p>ASSESSMENT:</p> <ul style="list-style-type: none"> - Performance - Teacher Observations - Short response test