



# Warrigal Road State School Curriculum Overview for Year 4, Term 1 2026

<p><b>ENGLISH:</b></p>	<p><b>Speaking and Listening:</b> Students plan their spoken movie review using their notes. They will consider how to:</p> <ul style="list-style-type: none"> <li>include relevant information and descriptive detail to support audience understanding and communicate meaning accurately, for example:</li> <li>ideas about the film, such as a summary of the plot and information about the characters, setting or themes, using details from the film</li> <li>their opinion, with supporting reasons</li> <li>who they would recommend view the film, with supporting reasons</li> </ul> <p><b>Reading and Viewing (Monitoring):</b> Describe how ideas are developed including through characters and events, and how texts reflect contexts; and how language features, including literary devices, and visual features shape meaning; Read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.</p> <p><b>Writing and Designing (Monitoring):</b></p> <ul style="list-style-type: none"> <li>Use paragraphs to organise and link ideas;</li> <li>Use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features;</li> <li>Write texts using clearly formed letters with developing fluency;</li> <li>Spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.</li> </ul>	<p><b>ASSESSMENT:</b> <b>Speaking and Listening</b> Students will present a movie review of an animated short film for an audience.</p>
<p><b>MATHEMATICS:</b></p>	<p>Students will focus on:</p> <p><i>Number and Algebra:</i></p> <ul style="list-style-type: none"> <li>use their understanding of place value to represent tenths in decimal form</li> <li>count and represent fractions on a number line</li> </ul> <p><i>Measurement and Space</i></p> <ul style="list-style-type: none"> <li>create and interpret grid references</li> </ul>	<p><b>ASSESSMENT:</b> Monitoring Short response assessments</p>

	<ul style="list-style-type: none"> <li>identify line and rotational symmetry in plane shapes and create symmetrical patterns</li> </ul> <p><i>Statistics and Probability</i></p> <ul style="list-style-type: none"> <li>create many-to-one data displays, assess the suitability of displays for representing data and discusses the shape of distributions and variation in data</li> <li>Use surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicate their findings in context</li> </ul>	
<b>HEALTH AND PHYSICAL EDUCATION (Specialist Teacher)</b>	<p><b>Skipping</b> - Students will practise and refine fundamental movement skills to perform long-rope and partner skipping skills and solve individual skipping challenges. They will examine the benefits of being fit and physically active and how they relate to skipping.</p> <p><b>Netiquette</b> This semester students examine and interpret health information about cyber-safety, cyber-bullying 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 available locally to support their safety.</p>	<p><b>ASSESSMENT:</b></p> <p>Observations</p> <p>Anecdotal Records</p> <p>Checklists</p> <p>Collection of work</p>
<b>MUSIC (Specialist Teacher)</b>	<p>Students will revise a variety of rhythms, including three-beat notes, <i>ta</i>, <i>ti-ti</i>, <i>tikatika</i>, and <i>zaa</i>. They will identify rhythms and melodies, consolidating the notes G, E, C, and A on the staff. <i>Mi</i>, <i>Re</i>, and <i>Do</i> will be revised on the staff, and students will complete written melodies on the treble clef, adding stems to the notes. Students will listen to Australian folk song repertoire and be introduced to musical examples of woodwind instruments. They will also revise the notes G, A, and B on the recorder and be introduced to low E.</p>	<p><b>ASSESSMENT:</b></p> <p>In Class Performance</p> <p>Class Participation</p> <p>Workbook Tasks</p>
<b>LOTE (Specialist Teacher)</b>	<p><b>Who am I?</b> In this unit, students begin to engage with the Chinese language and culture. They will explore the similarities and differences in greeting others in a variety of familiar contexts. Students will:</p> <ul style="list-style-type: none"> <li>interact with others to exchange greetings and share information about themselves.</li> <li>participate in guided group activities such as games and songs.</li> <li>interact with simple texts to locate specific information.</li> <li>participate in intercultural experiences to notice how language is used in different cultural contexts.</li> </ul>	<p><b>ASSESSMENT:</b></p> <p>Speaking</p> <p>Reading-aloud</p>