2026 Term 4 Learning & Teaching Overview - Year 4

Weeks & Events	1 Tuesday 6 October- Term 4 begins	2	3	4 Friday 30 October - Day for Daniel	5	6 Wednesday 11 November - Remembrance Day	7 19 November - Bump Up	8	9 Thursday 3rd December - Reports released Friday 4th December- Term 4 concludes	
Religion	Students will investigate experiences of early Church communities in Australia (c. 1788 CE - c. 1850 CE) and contemporary Church communities to connect ideas about the significance of community for Christians.									
English	**Topic: Book review** Students will explore how authors use characters, settings, plot and themes to create engaging stories and communicate important messages. The class focus will centre on *Wonder*, with students examining ideas such as kindness, friendship, acceptance, courage and belonging. In Reading, students will read and respond to a range of texts, discussing how authors use language features and text structures to influence readers. They will explore characters' actions and motivations, important events in the plot, and the themes and messages developed throughout a text. In Writing, students will learn how to write a persuasive book review that encourages others to read a book they recommend. They will choose a book they have read, consider its characters and setting, plot and theme, and support their opinion with clear reasons and examples.									
Mathematics	Students will use scaled instruments and appropriate units to measure mass, capacity and temperature. They will compare angles relative to a right angle using angle names. Students will create many-to-one data displays, assess the suitability of displays for representing data and discuss the shape of distributions and variation in data. They use surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicate their findings in context.									
HASS	**Geography: Sustainable living** Students will investigate the sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place. Over the term, students will build an understanding of natural resources, First Nations custodial responsibility and Country/Place, the consequences of unsustainable resource use (water, fishing, forests), sustainable management responses, and the relationship between Western sustainability approaches and First Nations ecological knowledge. **Civics: Community, council and identity** Students will explore the roles and responsibilities of local government and the rich diversity of cultural, religious and social groups in their community. They will learn how the local government serves community members and how community members contribute to local services. Students will also investigate the many groups people belong to and how these shape personal and community identity.									

Science	**Biological Science: Food chains** Students will explore the roles of consumers, producers and decomposers within a habitat and how this can be represented as a food chain. Throughout the unit students will: • classify living things according to how they obtain their food energy (producers, consumers, decomposers). • explain the roles and interactions of consumers, producers and decomposers within a habitat. • represent feeding relationships using food chains • explore the impact of adding or removing a food source to/from an environment.
PE & Health	**Health** Students will explore how inclusion, fairness, and respect influence choices and behaviours. They will investigate what stereotypes are, how they can affect how people treat others, and how to challenge unfair ideas. The unit builds empathy, communication, and awareness through discussions, role-play, visual tasks, and teamwork activities. **Physical Education** Students will apply movement skills and demonstrate movement concepts through basketball. They will demonstrate fair play and inclusion through a range of movement concepts.
Technology	**Digital Technology:** Students will use Makey Makey and Scratch to design and create an interactive digital musical instrument for a user. They will begin by identifying user needs and co-creating a user story, then learn how physical inputs, algorithms and visual programming work together. Across the unit, students will explicitly learn sequencing, iteration (repetition), branching and debugging before connecting Makey Makey to Scratch and testing conductive materials.
The Arts	**Drama** Students will discuss how they and others organise the elements of drama. They will use the dramatic elements of relationships, tension, time and place and narrative structure when improvising and performing devised drama including a shadow puppet play. Students will collaborate to plan, make and perform drama that communicates ideas. **Music** Students will manipulate elements of music to communicate ideas, perspectives and/or meaning when composing and practising for performance. They will collaborate to compose and perform to an audience of their peers.
Italian	Students will recognise and discuss language that reflects cultural practices. They will explore culturally specific Italian words, including words for foods such as breads, pasta and cakes. Students will also learn that culture includes visible elements, such as food, music and festivals, as well as invisible elements, such as manners, gestures, personal space and ways of interacting with others.