

English	Science	HASS
Information Texts	Ready, set, grow!	Early exploration and settlement (continued from Term 1) <i>What were the short- and long-term effects of European settlement?</i>
<p>Reading and Viewing Students engage with a variety of texts including informative texts of increasing complexity and technicality. Texts by Australian, including First Nations Australian, and world authors should extend students as independent readers. Texts may be about topics of interest or topics being studied in other learning areas. They include text-specific language features, varied sentence structures and some unfamiliar vocabulary.</p> <p>Students explore how characteristic features of texts and the specific organisation of language serve the purpose of texts.</p> <p>Speaking and Listening Students interact with others (eg teacher, group, peer) to discuss how language features, such as technical vocabulary, objective language and quotes, shape meaning</p> <p>Writing and Creating Students use texts as models to create a report.</p>	<p>Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. Students identify when science is used to understand the effect of their own and others' actions. Students identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions.</p> <p>Assessment Task – Mapping life cycles and relationships Students understand how relationships of living things impact on their life cycle. Students describe situations when science is used to understand the effect of actions, and organise and communicate findings.</p>	<p>Students:</p> <ul style="list-style-type: none">analyse the experiences of contact between Australia's First Peoples and the effects these interactions had on people and the environmentmake connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australiainvestigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of peopleexamine the purpose of laws and distinguish between rules and lawsexplore the diversity of different groups in their local communityconsider how personal identity is shaped by aspects of culture, and by the groups to which they belong. <p>Assessment Task – Portfolio Students explore the experiences of an individual and group in the past, aspects that have changed and remained the same and the importance of laws and factors that shape a person's identity.</p>
Mathematics		
Number and Algebra	Measurement and Space	Statistics and Probability
Students: <ul style="list-style-type: none">represent tenths as decimals and as fractions on a number lineuse the properties of odd and even numbers, choose rounding and estimation strategies to determine reasonableness and use proficiency with addition and multiplication facts to add, subtract, multiply and divideuse mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation	Students convert between units of time when solving duration problems	Not assessed this term.
Physical Education – Specialist	Health	Languages – Japanese
Mr Rose	Teacher	Mrs McDonald
In this unit, Year 4 students are introduced to the basic movement skills and concepts involved in Australian Rules Football (AFL). The focus is on developing coordination, control, and confidence through modified games and drills that build kicking, catching (marking), and handballing. The unit also helps students build an understanding of working as a team, playing by the rules, and showing respect for teammates and opponents. Learning happens through fun, inclusive activities that encourage effort and participation, not just performance.	Through Dolly's Dream workshops, students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.	<p>How we celebrate In this unit, students use language to explore the concept of celebrations and make connections with own experiences.</p> <p>Students will:</p> <ul style="list-style-type: none">engage with a range of texts about seasonal celebrations in Japanuse a range of language to discuss and describe a variety of celebrationscompare celebrations in different countriesanalyse and understand the systems of language relating to script recognition and Japanese sentence structureparticipate in intercultural experiences and reflect on how participation in certain celebrations shape's identity.
Digital Technologies	The Arts	
Mr Christy	Specialist Music – Mrs Hodgson	Specialist Visual Arts – Miss Susi
This term, students will continue to demonstrate knowledge and understanding of digital systems and apply skills gained when using a desktop computer, including identifying the different features of a computer, using different Microsoft Office programs, demonstrating the safe use of the Internet and explaining the risks involved with using personal data online. They will collect and manipulate data to create information and describe how a familiar information system is used. Students will examine the advanced features in the coding program Scratch Desktop and use the knowledge gained to create a simple computer game. Assessment of activities will be ongoing throughout the semester.	<p>Stepping up with recorder</p> <p>In this unit, students will continue to practise their in-tune singing and aural skills. They will identify known rhythmic and melodic elements in music that they make and hear. They read, write and perform with simple time rhythms and solfa (d r m s l). Students will be introduced to compound time and will compare compound and simple time songs. They will continue to develop their recorder playing skills and will respond to music that they hear.</p>	<p>Enchanted New Worlds: Focus Artist – Rivika Merchant (Asia Pacific triennial artist) Students will:</p> <ul style="list-style-type: none">explore the artworks of Rivika Merchant – her New World series.explore the idea of future worlds which are environmentally sustainable and <p>Creating: Students will create an artwork focusing on a future new world, that is environmentally sustainable inspired by the works of Rivika Merchant. Students will:</p> <ul style="list-style-type: none">utilise mediums including crayon, paint, pen and collage elements.include the creation of hybrid creatures that can live in the new world.include elements that align with sustainability and provide specific details of their world. <p>Responding: Students will provide a written response detailing why their new world is sustainable (what elements make it sustainable, what features their hybrid creatures have that enable them to survive in this new world).</p>