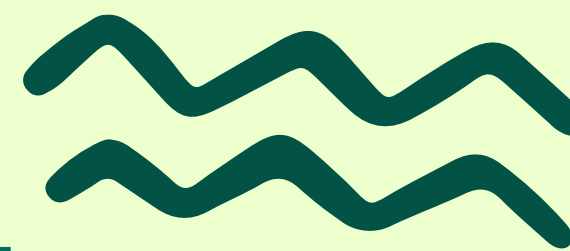




Year Four: Term 4 2026

Curriculum Highlights



English Writing



Students will explore elements of poetry, specifically looking at how figurative language and poetic devices can enhance their writing. They will write a number of poems following different structures and will work on their oral presentation skills to present a poem.

Students will also explore monologues, focusing on expressing a character's point of view through writing, body language and performance.



Bringing the learning home:

- Read a short poem together every day and discuss what you liked about it.
- Have students read out loud to you from across the room to practise their volume, pace, pitch and tone.
- Play charades to practise expressing an idea with body language.

English Reading



The class novel for Term 4 will be the classic Roald Dahl book, "The BFG". A fun book filled with amazing language that is creative and challenging. Students will analyse how the book has been written and the way that vocabulary is used (some of it real and some of it created by the author).

Through the book, students will continue practising key reading strategies such as inferring, visualising, making connections, synthesising and summarising. They will build vocabulary and find strong evidence to support their understanding. During the novel study, learners will take part in small-group guided work, partner work and independent tasks to continue developing as readers.

Bringing the learning home:

- Students should continue to read for 20 minutes each night as part of the weekly homework.
- Encourage students to read (in any language) at home and discuss what they've read with you.
- Ask your child about what they are learning in Writing and how it connects to the novel.

Chinese



In Term 4, students explore vocabulary and language for school facilities and giving directions. They learn to name different places around school and describe how to get from one location to another.

Students read engaging Chinese stories linked to school-life themes. They build writing skills through practising simple paired-sentence writing, organising short ideas into clear sentences. To reinforce oral language, learners take part in lots of role-play activities. In these interactive tasks, students act out asking for and giving directions, simulating real-life service-style conversations.

By the end of the unit, students can talk about places in school, give simple directions and compose short written sentences. This unit connects reading, writing and speaking, helping students use Chinese for practical, everyday communication.

Mathematics



Students will develop their understanding of number concepts through algebra, financial Mathematics and problem-solving. They will use inverse operations to find unknown values in number sentences, apply addition, subtraction, multiplication and division strategies, and use mathematical modelling to solve real-world problems. Students will also explore financial situations, using estimation and rounding to check whether calculations and transactions are reasonable. As part of this learning, students will participate in a shopping experience to apply their understanding of money, budgeting and financial decision-making in an authentic real-world context.

Students will investigate chance through experiments and explore how probability can be used to describe everyday events. They will collect, represent and analyse data using a range of graphs and digital tools, including spreadsheets and programs like Excel. Students will compare different data displays, interpret patterns and trends, and communicate findings from their own statistical investigations.

Bringing the learning home:

- Encourage your child to estimate answers before solving maths problems and discuss whether their answer seems reasonable.
- Involve your child in everyday financial situations such as shopping, comparing prices and checking change.
- Ask your child to explain how they solved a maths problem and why they chose a particular strategy.



HASS/Science



Term 4, Science will focus on the concept of Forces. Throughout this unit students will explore a variety of forces through inquiry questions grounded in real life situations. They will explore how push and pull, gravity, air resistance, friction and magnetism affect the movement of everyday objects.

With the goal of designing and building a functional a Rube Goldberg machine. They will use scientific language and pictorial representations to examine the inner working of thier machines and the forces at play throughout.



Year Four: Term 4 2026

Curriculum Highlights



PROSPER

The PROSPER program helps students develop a positive growth mindset by encouraging them to embrace challenges, learn from mistakes, and recognise that effort leads to improvement. Through reflection and discussion, students learn to identify what success looks like for them, set meaningful goals, and celebrate their progress. PROSPER also supports students in understanding themselves as learners by recognising their strengths, areas for growth, and the strategies that help them learn best. By building resilience, self-awareness, and confidence, students are empowered to face challenges with a positive attitude and a belief in their ability to succeed.



Reminder...

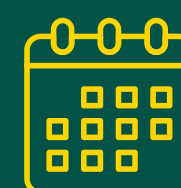
It would be great if you could log on to your child's Seesaw and engage with their learning by responding. Examples could include:

- I'm proud of how you...
- I can see you have tried really hard to...
- You've really improved at...



Key Events:

Monday 12th October – Year 5 Leadership Day
Monday 19th October – Chung Yeung Festival (no school)
Tuesday 20th – Professional Learning Day, no school for students
Wednesday 28th October – Eucalypt and Wattle Mufti Day
Wednesday 11th November – Remembrance Day
Thursday 3rd December – Jingle Mingle (4-7pm)
Monday 14th December – Reports live
Thursday 17th December – Last Day of school (12pm finish)



Art

Typography, Graphic Design and Visual Literacy

- Students will explore how typography, layout and imagery are used to communicate messages.
- They will investigate posters, advertisements and graphic design from a variety of contexts.
- Students will create their own poster designs while developing visual literacy and design skills.



Performing Arts

Students will further develop their musical skills through performing, creating, listening and responding to a range of musical experiences. They will build confidence in using instruments, applying musical elements such as rhythm, pitch and expression, and working collaboratively to explore and communicate ideas through music.



Physical Education

During the final term, students will focus on refining and consolidating their athletic skills in preparation for the House Athletics Carnival, where they will have the opportunity to showcase their running, jumping, and throwing abilities. Students will also participate in individual and group gymnastics activities, developing their balance, body control, coordination, and teamwork skills. As part of these activities, they will collaborate with partners and small groups to create and perform a group gymnastics routine.



Health

In this unit, students will explore actions that promote and value inclusion and diversity in our community. Students will discuss self-management and interpersonal skills that build respectful relationships. They will also examine how stereotypes can influence attitudes and learn strategies to communicate effectively, seek help, and support others.



Technologies: Digital and Design

In Year 4 Digital Technologies, students will continue to develop their digital skills through the use of a range of learning applications and technology tools. These sessions will build students' confidence in creating, collaborating, and communicating in digital environments while strengthening their understanding of safe and responsible technology use. A key focus will be on developing positive digital citizenship, helping students make respectful online choices, protect their privacy, and use technology in ways that support their learning and wellbeing.

