



## Aspley State School

### 2026 Term 1 Parent Term Overview: Year 4

| Key Learning Areas                    | Overview of Learning  | Assessment Items  |
|---------------------------------------|---|---|
| English                               | <p>Students engage with a variety of texts, including informative texts, with content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas.</p> <p>Students read, view and comprehend texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, and strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts.</p> <p>Students compare texts from different times with similar purposes and explore how authors use informative text structures and language features such as headings, italics and bold text to support readers or viewers to navigate the text. They identify visual features such as images and layout to complement, add to or shape understanding of a topic.</p> <p>Students engage in learning experiences, including shared and independent writing, to create reports about topics that are organised into paragraphs with relevant linked ideas, and use language to express and develop ideas.</p> | <p><b>Reading, Viewing And Comprehending Informative Texts</b><br/>Students read, view and comprehend an informative text</p> <p><b>Writing And Creating Informative Texts</b><br/>Students create a written and multimodal informative text for an audience.</p>                 |
| Mathematics                           | <p>Students will further develop proficiency and positive dispositions towards mathematics as they:</p> <ul style="list-style-type: none"> <li>• build understanding of number facts, fractions and decimals to deepen an appreciation of how numbers work together</li> <li>• using materials and digital tools to recognise line and rotational symmetry and create symmetrical patterns and pictures</li> <li>• create and interpret grid reference systems and directions on a map to locate and describe positions and pathways of locations of interest</li> <li>• develop and use surveys and digital tools to generate data and conduct a statistical investigation</li> </ul>  | <p><b>Shape</b><br/>Students create and interpret grid references. To identify symmetry in shapes and create symmetrical patterns.</p> <p><b>Statistical investigation</b><br/>Students plan and conduct statistical investigations to collect, represent and interpret data.</p> |
| Science                               | <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.</p>   |   |
| Humanities and Social Sciences (HASS) | <p>Students will investigate 'How can people use environments more sustainably?'. They investigate the interconnections and diverse characteristics of the environment, interpret data to describe simple patterns and identify different views to respond to a challenge.</p>  |   |
| Health and Physical Education (HPE)   | <p>Students identify strategies to keep healthy and improve fitness. They explore the Australian guide to healthy eating and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages.</p>   |   |
| The Arts:                             | <p>Students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.</p>  |   |
| Languages: Japanese                   | <p>Students explore different regions in Japan and describe places in their own community. Students will learn about things to do, see and eat in different towns around Japan</p>  |   |
| The Arts: Music                       | <p>Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music in performance and composition. Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas.</p>   |   |