



Aspley State School

2026 Term 4 Parent Term Overview: Year 4

Key Learning Areas	Overview of Learning	Assessment Items
English	Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning. They read, view and comprehend a range of imaginative texts which support and extend students as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances. Through texts, students identify characteristic features of imaginative texts and describe how characters, events and/or topics are developed using language for expressing and developing ideas. Students engage in shared and independent writing and/or learning experiences in response to imaginative texts. They develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information in response to texts with peers.	Speaking and Listening Students share and extend ideas, opinions and information about a short film for an audience.
Mathematics	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • build fluency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently • use algorithms to generate sets of numbers, recognising and describing any patterns that emerge • develop and use strategies for multiplicative thinking such as creating an algorithm that will generate number sequences involving multiples • draw on reasoning skills to analyse, categorise and order chance events and identify independent and dependent events when conducting a chance experiment • investigate variability by conducting repeated chance experiments, observing and communicating results.	Number, Algebra and Computational thinking Students find unknowns in equations involving addition and subtraction. To follow and create algorithms and identify emerging patterns. Probability and Probability experiments and simulations Student order events in terms of likelihood, identify independent and dependent events and conduct repeated chance experiments, describing results.
Science	Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely to collect data. Students use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.	
Humanities and Social Sciences (HASS)	Inquiry question:What were the short- and long-term effects of European settlement? In this unit, students: • Draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of terra nullius • Analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment • Make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia • Investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people • Examine the purpose of laws and distinguish between rules and laws • Explore the diversity of different groups in their local community • Consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.	
Health and Physical Education (HPE)	Health : Students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity. Physical Education : Students perform the refined fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenges.	
Technology: Design	Students investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used. They explore the role of people in engineering technology occupations and how they address factors that meet client needs.	
Languages:	Japanese : The journey of the tale - Students use language to explore the different representations of characters in traditional stories.	
The Arts: Music	Students make and respond to music exploring songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia.	