



### ENGLISH

#### Unit 1: Exploring imaginative texts

Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning. Students engage in shared and independent 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.

**SPELLING** - Students will cover Sound Waves units 1–10.

**READING** - Students will learn and consolidate strategies used to decode texts alongside QAR strategies used for comprehension. Reading at home is an important part of their reading program and is encouraged.



### MATHEMATICS

Students develop understandings of:

#### **Number:**

They will draw on proficiency with number facts, fractions and decimals to deepen an appreciation of how numbers work (tenths).

#### **Space**

Students will recognise and create line and rotational symmetry using materials and digital software. create and interpret grid reference systems and directions to locate and describe positions and pathways.

#### **Statistics**

Students develop and use surveys to obtain data that is directly relevant to statistical investigations.



### SCIENCE

#### Unit – Ready, Set Grow!

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. They communicate their observations and findings.

Mr O'Sullivan – [kosul67@eq.edu.au](mailto:kosul67@eq.edu.au)

### HASS (Humanities & Social Sciences)

#### Unit – Australia before, during and after European Settlement

In this unit students investigate the experiences of European explorers, convicts, settlers and Australia's first People's and the impact colonisation had on the lives of different groups of people.

Students examine the purpose of laws and distinguish between rules and laws. Students explore the diversity of different groups in their local community and consider how their personal identity is shaped by aspects of culture and the groups they belong to.



Mrs Coetzer – [lecoe0@eq.edu.au](mailto:lecoe0@eq.edu.au)

### TECHNOLOGIES –

#### **DIGITAL**

#### Unit – Cybersafety and Coding

Students examine and interpret information about cyber safety, cyberbullying and online protocols.

Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution using a visual programming language.

Ms Keizer – [lkeiz1@eq.edu.au](mailto:lkeiz1@eq.edu.au)

### MUSIC

#### Unit – Rhythms, Notation and Performance

Skills development & Responding through performing.

Students describe and discuss similarities and differences between music they listen to, compose and perform. They demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression.

Mrs Myatt – [kmvat3@eq.edu.au](mailto:kmvat3@eq.edu.au)

### HPE (Health & Physical Education)

#### Unit – Making Healthy Choices

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.

#### Unit – Swimming

Students practise and refine fundamental movement skills to perform various aquatic skills and the recognised strokes of freestyle, backstroke and breaststroke in multiple swimming sequences. They examine the benefits of being healthy and physically active, and how they relate to swimming.

Mr Mottram – [bmott8@eq.edu.au](mailto:bmott8@eq.edu.au)

### PAWS

On alternate Thursday afternoons, Year 4 students will participate in the PAWS program with Ms Kemp, Mr Mottram and Mrs Johnson. PAWS is a personal development program to enhance social and emotional learning through play.

#### **P – PRIDE**

Building a strong, respectful community – like a lion's pride – where everyone belongs.

#### **A – ACTIVE**

Encouraging movement, sport, and healthy lifestyles for physical and mental wellbeing.

#### **W – WELLBEING**

Fostering emotional resilience, kindness, and self-care in everyday life.

#### **S – STRENGTH**

Empowering students to be courageous, confident and respectful in all relationships.

