



### ENGLISH

#### Water

Students will read, view and comprehend texts created to inform, influence and/or engage audiences. They will read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge.

Students will describe the characteristic features of different text structures. They will describe how language features including literary devices, and visual features shape meaning.

Students will create written and/or multimodal texts including stories where they develop ideas using details from learnt topics, topics of interest or selected texts.

Students will use paragraphs to organise and link ideas. They will use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features.


Students will cover Sound Waves units 11– 20.

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

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

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

### MUSIC

This term, students will read, write and perform using known rhythms  (ta, titi, rest, tika-tika & ta-a). They will also begin to explore music in different time signatures in simple metre. They will sing and play a range of repertoire using the do pentatonic scale and continue developing their ability to represent pitch using both stick notation and the musical staff. Students will develop their part-work and ensemble skills by composing their own rhythmic ostinato to perform with a known song.

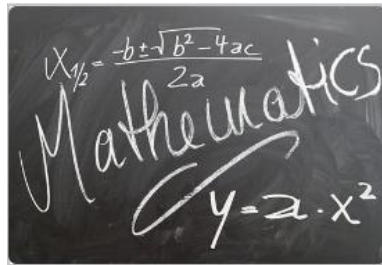
Ms Natoli [mnato2@eq.edu.au](mailto:mnato2@eq.edu.au)

### MATHEMATICS

In this unit students will use all four operations efficiently, use rounding and estimation strategies to determine reasonableness and use the properties of odd and even numbers.

They will convert between units of time when solving duration problems.

Students will use mathematical modelling to solve financial problems, formulating the problem using number sentences, solving the problem choosing efficient strategies, interpreting and justifying results.



### 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. PAWS stands for...

**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.



### SCIENCE

#### Unit – Here Today, Gone Tomorrow.

Students explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.

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



### TECHNOLOGIES – Digital

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)



### HASS - (Humanities & Social Sciences)

#### Unit – European Settlement of Australia

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 identify is shaped by aspects of culture and the groups they belong to.

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

### HPE - (Health & Physical Education)

#### Health:

In this unit, 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:

This term Year 4 students will be participating in an athletics program performing throwing (shot put and discus) sequences and demonstrate running (sprint), jumping (long jump and high jump) sequences in authentic track and field situations to show the elements of movement. This will culminate in the Senior Interhouse Athletics Carnival at the end of term 2.

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

