



# Year 4

## Term 1 Overview

**Welcome to Year 4 2025!** It has been wonderful to see students settling into their new class with excitement and a positive attitude. We've started building strong routines and expectations to set the foundation for a successful year. Please read below for a detailed overview of the exciting term ahead!

### English: Exploring imaginative texts

**Focus:**

This term, students will explore a range of imaginative texts, including picture books, short novels, poetry, and dramatic performances. They will examine how authors use literary devices and wordplay to shape meaning, while also developing their reading comprehension and writing skills. As part of their learning, students will take on the role of a roving reporter, presenting a 'live' review of an animated short film for a television audience. This exciting task will help them build confidence in speaking and listening while applying their understanding of narrative features in a creative way.

**Assessment Task**

Share and extend ideas, opinions and information about a short film for an audience - **Week 9**

### Mathematics

**Focus:**

**Number**

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

**Space**

- 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**

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

**Assessment Tasks:**

Identifying symmetry and using grid references - **Week 4**

Using surveys to conduct statistical investigations - **Week 9**

**Key Dates:**

**Assembly:**

Friday's 9:00am

**Clean up Australia Day**

Friday 28th February

**Wild Rangers incursion**

Wednesday, 12th March

**Interschool Sport Starts**

Friday 14th March

**Harmony Day- Free Dress Day**

Friday 21st March

**Cross Country**

Wednesday 26th March

**End of Term 1**

Thursday 4th April

**Buzz Fair**  
Week 9



# Science: Ready, set, grow!

## Focus:

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 will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their own and others' actions.

Students will:

- Describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal.
- Identify when science is used to understand the effect of their actions.
- Use formal and informal ways to communicate their findings.

## Assessment Task:

Ready, set, grow! - **Week 10**

# HASS: Using places sustainably

## Focus:

Over Semester 1, students will conduct an inquiry to answer the following inquiry question: *What were the short and long term effects of European settlement?*

Students will:

- explore the concept of 'place' with a focus on Africa and South America
- describe the relative location of places at a national scale
- identify how places are characterised by their environments
- describe the characteristics of places, including the types of natural vegetation and native animals
- examine the interconnections between people and environment and the importance of environments to animals and people
- identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places
- investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste
- recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments

## Assessment Task:

Using places sustainably - **Week 10**

# Health and Physical Education

## Focus:

In Physical Education (P.E), students practise and refine fundamental movement skills to perform long-rope partner and individual skipping sequences

## Assessment Task:

Physical Education Assessment - **Week 9**

# The Arts - Music

## Focus:

This semester, students will be exploring Music

Students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.

Students will:

- Communicate about the music they listen to, make and perform and where and why people make music
- Improvise, compose, arrange and perform music
- Demonstrate aural skills by staying in tune and keeping in time when they sing and play

## Assessment Task:

Songs of Australia - **Week 9**

# The Arts - Visual Arts

In this unit, students will explore the pattern, texture and shape of their local environment. They will make, display and discuss their own and others' artworks.

Students will:

- explore artworks from Aboriginal artists and Torres Strait Islander artists who represent the land through symbolic pattern
- explore visual conventions (visual capture, textural rubbing, painting, collage)
- represent ideas (display / art conversations / reflections)
- compare artworks and use art terminology to communicate meaning.

## Assessment Task:

Patterns in the playground - **Week 10**

# Homework Expectations

Homework is used as a teaching and learning tool for your child to gain independence, responsibility and to further reinforce their in-class learning. Homework needs to be completed neatly and to the best of their ability. Please see your teacher for further details.

## Important Information

- Please remember to ALWAYS bring a HAT to school. Please ensure that students have their hats labelled and at school everyday for sun safety.
- Remember to bring your water bottle every day; hydration is key!
- We love to have healthy bodies and minds at Brassall and encourage students to bring a healthy lunch each day. Students may also bring fruit or vegetables for morning fruit break.



### Teacher Contact Details:

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