



Ironsides State School

Year 4 Yearly curriculum overview 2026

LA	Term 1	Term 2	Term 3	Term 4
English V9	Exploring imaginative texts 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. Achievement standards Speaking and listening • interact with others, and listen to and create spoken and/or multimodal texts including stories • share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts • use text structures to organise and link ideas • use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.	Reporting on topics of interest or learning 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. 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. 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. 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. Achievement standards Reading and viewing • read, view and comprehend texts created to inform, influence and/or engage audiences • describe the characteristic features of different text structures. • describe how language features including literary devices, and visual features shape meaning • read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge. Writing and creating • create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. • use paragraphs to organise and link ideas. • use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. • write texts using clearly formed letters with developing fluency • spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.	Building an argument Students engage with a variety of texts that provide a stimulus for building an argument, such as picture books, short novels, films and non-fiction texts, and persuasive texts, as models for creating their own work. Students read, view and comprehend texts that extend them as independent readers. They explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. Students identify the subjective language of opinion and feeling, and the objective language of factual reporting. Students engage in shared and independent writing and/or learning experiences to explore persuasive features of an argument and create texts to present arguments to an audience using features of voice. Achievement standards Speaking and listening • interact with others, and listen to and create spoken and/or multimodal texts including stories • share and extend ideas, opinions and information with audiences, using relevant details from learnt topics, topics of interest or texts • use text structures to organise and link ideas • use language features including subjective and objective language, topic-specific vocabulary and literary devices, and/or visual features and features of voice.	Completing a novel study Through a novel study, students identify characteristic stages of narrative texts, for example, orientation, complication and resolution. They describe how authors use language to develop character, setting and plot tensions, and literary devices to shape meaning. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a short novel which describes sequences of events that develop over chapters, and unusual happenings within a framework of familiar experience. The novel supports and extends students as independent readers as they integrate phonic, semantic and grammatical knowledge to read accurately and fluently. Students engage in shared and independent writing and/or learning experiences to create written responses about what they have read, using paragraphs to organise and link ideas, and language features including complex sentences, topic-specific vocabulary and literary devices. When creating written texts, students use phonic, morphemic and grammatical knowledge to correctly spell multisyllabic and multimorphemic words. Achievement standards Reading and viewing • read, view and comprehend texts created to inform, influence and/or engage audiences • describe how ideas are developed including through characters and events, and how texts reflect contexts • describe the characteristic features of different text structures • describe how language features including literary devices, and visual features shape meaning • read fluently and accurately, integrating phonic, morphemic, grammatical and punctuation knowledge. Writing and creating • Create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts • Use paragraphs to organise and link ideas • Use language features including complex sentences, topic-specific vocabulary and literary devices, and/or visual features. • Write texts using clearly formed letters with developing fluency • Spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge. Achievement standards
Mathematics V9	Number, Space, Statistics Students further develop proficiency and positive dispositions towards mathematics and its use as they: • build understanding of number facts, fractions and decimals to deepen an appreciation of how numbers work together • using materials and digital tools to recognise line and rotational symmetry and create symmetrical patterns and pictures • create and interpret grid reference systems and directions on a map to locate and describe positions and pathways of locations of interest • develop and use surveys and digital tools to generate data and conduct a statistical investigation. Achievement standards Space-Achievement standards • identify line and rotational symmetry in plane shapes and create symmetrical patterns	Number, Algebra, Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: • build understanding of odd and even numbers, number facts, addition and subtraction, fractions such as equivalent fractions and decimals to deepen an appreciation of how numbers work together • use a range of physical or virtual materials to develop mathematical thinking, such as materials to show the multiplicative relationship between place values • use strategies for multiplication and division based on the inverse relationship between them • choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context • solve everyday problems involving duration of time including converting units of time using relationships between units.	Number, Space Measurement Students further develop proficiency and positive dispositions towards mathematics and its use as they: • draw on proficiency with number facts, fractions and decimals such as two-tenths to deepen an appreciation of how numbers work together • choose and use efficient strategies when modelling practical problems, communicating solutions within the context (for example: with a focus on decimals and everyday situations) • recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical and virtual materials • measure and estimate common attributes of objects using conventional instruments such as tape measures, measuring jugs and appropriate metric units • become aware of the importance of context and purpose when making judgements (for example: reflect on the reasonableness of	Number, Algebra, Probability 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. Achievement standards

	- create and interpret grid references. Statistics - create many-to-one data displays, assess the suitability of displays for representing data and discuss the shape of distributions and variation in data - use surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicate their findings in context.	Achievement standards Number - use the properties of odd and even numbers - use their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently - choose rounding and estimation strategies to determine whether results of calculations are reasonable - use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation. Measurement - convert between units of time when solving problems involving duration.	measurements, the results of calculations and how they choose to represent the mathematics). Achievement standards Number - use their understanding of place value to represent tenths and hundredths in decimal form and to multiply natural numbers by multiples of 10 - recognise equivalent fractions and make connections between fraction and decimal notations - count and represent fractions on a number line - use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation. Measurement - Use scaled instruments and appropriate units to measure length, mass, capacity and temperature. - Measure and approximate perimeters and areas. - Compare angles relative to a right-angle using angle names.	Number and Algebra Number - follow and create algorithms that generate sets of numbers and identify emerging patterns. Algebra - find unknown values in numerical equations involving addition and subtraction. Probability - use scaled instruments and appropriate units to measure length, mass, capacity and temperature - measure and approximate perimeters and areas - compare angles relative to a right-angle using angle names.
Science V9	Earth space sciences-Water, water, everywhere Students observe how local water sources change over time, such as in evaporating puddles, faster flowing creeks after rainfall or rising and falling dam or tank water levels. They learn how scientists use rainfall and water usage data to explain changes in water flow and availability over time. Students develop understanding of water cycle processes through everyday examples, experiments, constructing maps of local water sources and rainfall graphs, and engaging with models, games and/or digital simulations of interactions between system components. They learn scientific ways of describing patterns and relationships, including how water cycles through the environment, for identified audiences and purposes and using appropriate scientific vocabulary and digital tools. Students consider the importance of saving and recycling water and share ideas about how individuals and communities can take action to reduce water consumption and waste.	Biological sciences – Who eats who? Students investigate different habitats, including their local habitat, to identify the roles of organisms and their feeding relationships. They categorise organisms as producers, consumers or decomposers and explain their importance within habitats. Students construct food chains to represent the feeding relationships of producers and consumers using drawings, labels, images, arrows, models or digital tools. They compare food chains to identify simple patterns and relationships in habitats, including the importance of producers. Students learn that models can be used to predict the effect of missing or malfunctioning components. They use graphs to explore the effects of changing numbers of producers or consumers in a habitat and to predict changes in the food chain because of introduced predators. They use scientific vocabulary to share ideas and findings about roles and feeding relationships and communicate to the local community about the effects of introduced organisms on food chains.	Chemical sciences – Material Matters Students examine natural and manufactured materials used in familiar objects, such as shoes, drink containers or backpacks, to describe the relationship between material properties and use. They investigate why some materials are used more frequently or combined for specific products, including how Aboriginal peoples or Torres Strait Islander peoples use and combine materials for different purposes. Students continue to understand the importance of fair methods for drawing conclusions as they use investigation scaffolds, tables, graphic organisers and/or digital tools to plan and conduct safe investigations of material properties. They begin to appreciate the value of making accurate formal measurements, using digital tools as appropriate, and comparing their findings with those of peers to identify factors that may have led to differences. Through experimentation, students consider how scientific understanding of material properties, functionality and sustainability can be used to address needs and solve problems, such as use and disposal of plastics.	Physical Sciences - Fast forces Students the concept of forces and their effects on objects through engaging, hands-on activities and investigations. Students begin by observing and identifying forces in games, creating annotated diagrams, and interpreting data to understand that forces act in pairs and can influence objects in various directions. They delve deeper into the forces of push and pull, exploring how these actions affect everyday objects and representing them in simple force diagrams. They investigate friction, and learn about this contact force, its types, and its effects on objects moving across different surfaces. Through experiments and discussions, they observe and describe how friction works, using visual representations to demonstrate their understanding. They examine gravity as a force that causes objects to fall, participating in activities and discussions to explore its global impact and representation in diagrams. Throughout the unit, students develop their scientific inquiry skills, including making observations, identifying patterns, and recording and interpreting data. Formative and summative assessments are integrated, allowing students to demonstrate their understanding of forces through games, experiments, and real-world applications. By the end of the unit, students will have a solid understanding of how forces like push, pull, friction, and gravity interact and affect the movement of objects in everyday contexts.
HASS V8.4	Who are we? Term 1 - Weeks 1-4 Students focus on the importance of rules and laws in society and how they differ. They explore why rules and laws exist, their purpose, and the consequences of not following them. They develop critical thinking skills by distinguishing between facts and opinions and detecting different points of view in information. Through class discussions, activities, and source analysis, students explain the significance of laws, identify the perspectives behind them, and evaluate their impact on communities. The unit culminates in creating a set of classroom rules that reflect fairness, inclusivity, and the principles they have learned.	How does the past shape the future? Term 1 Week 5 - Term 2 Week 8 Students explore the impact of colonisation on Australia, focusing on the experiences of Aboriginal and Torres Strait Islander Peoples and European settlers. They investigate Captain Cook’s journey, the reasons for the First Fleet’s arrival, and its effects on the Gadigal people and European passengers, examining how these groups experienced colonisation differently. Students explain cause-and-effect relationships between events in England, such as poverty and overcrowded prisons, that led to settlement in Australia. They analyse the diverse experiences of convicts, officers, and free settlers on the First Fleet, describe how people were treated differently, and justify the significance of key dates in Captain Cook’s timeline. Through sequencing events, presenting findings, and reflecting on historical evidence, students explain how life changed in the past, what remained the same, and the significance of colonisation in shaping Australia’s history.	Sustaining our environment How do people and places shape a community over time? Students investigate the importance of sustainability and waste management in local communities. They explore the structures and services, such as local government and waste management systems, that support sustainable living. Through guided inquiry, they develop research questions, collect and analyse data, and explore different viewpoints on how to respond to environmental challenges. Students examine the role of rules and laws in managing waste and identify their purpose in fostering community well-being. Students propose actions to improve sustainability in response to their research on waste management at home and in their community. They reflect on the potential effects of their proposed solutions, evaluating strengths and weaknesses to refine their ideas. By presenting findings and proposals using discipline-specific language, students gain a deeper understanding of how responsible waste management and sustainability efforts can positively impact their community and environment.	Our world, our environment How are humans contributing to the decline in population of endangered animals? Students investigate how humans interact with and depend on the environment, focusing on the diverse characteristics of places and the connections between natural features and human activity. Students explore maps, cartographic conventions, and the locations of continents and countries, including Africa and South America, in relation to Australia. They describe and compare environments, analysing vegetation, water sources, and topographical features to identify patterns and relationships. Through inquiry-based learning, students research, collect, and organise data from multiple sources, using maps, graphs, and other representations to communicate their findings effectively. They examine the importance of natural environments, including their significance to animals and humans, and considers Aboriginal and Torres Strait Islander custodial responsibilities for Country/Place. Students critically evaluate how resources are used and managed, discussing sustainability and the impact of human actions on the environment. By comparing Australia with another country, students identify similarities and differences, explain interconnections between people and the environment, and develop an understanding of global perspectives on environmental sustainability.

Technologies V8.4	Digital Technologies - How can we be safe at the beach? Students collect, represent and analyse data about beach safety and use their findings to design a digital solution for a real audience. They investigate how the same data set can be displayed in different ways, then collect and manipulate data to create clear information that informs their decisions. Students apply this learning by designing and implementing a Scratch game that educates younger students about safe beach behaviours, using algorithms that include user input and decision-making . Throughout the unit, students document their process in a portfolio, explaining how their game uses data and how information systems support people to access and share safety messages.		Design Technologies – Sustainable solutions Students investigate how designed products, services and environments are created to meet the needs of communities while considering environmental impacts. Drawing on sustainability issues explored in the HASS unit, students identify a real need and follow the design process to generate ideas, select materials and technologies, and plan and sequence the major steps for production. They work safely and collaboratively to produce a designed solution, making purposeful decisions about features, tools and techniques. Students then evaluate their ideas and final product against agreed success criteria, including environmental sustainability, and describe how people in design and technologies occupations contribute to solving community challenges.	
The Arts V9	Drama Students explore how drama can communicate thoughts and feelings. They respond to drama performances, identifying how the elements of drama—character, voice, relationships, movement, time, and place—are used to create meaning. Students collaborate to devise and rehearse their own drama, experimenting with these elements to clearly convey a character’s perspective in historical situations. Through improvisation, role-play, and performance, they practise staying in role and heightening tension using voice, movement, and spatial choices. The unit culminates in informal performances where students present their work and reflect on how effectively the elements of drama were used to engage an audience.	Dance Students explore how dance can be used to communicate messages and tell simple stories. Using familiar narratives, personal experiences, and imaginative ideas as starting points, students improvise and structure movement sequences using body parts, body zones, and body bases. They view and respond to their own and others’ dances, including works from Aboriginal and Torres Strait Islander Peoples identifying how movement and performance elements help express meaning through dance. Students develop their awareness of personal space and level, and practise moving safely and expressively using fundamental movement skills. Through guided exploration and collaborative rehearsal, students learn to use choreographic devices such as repetition and variation to organise their ideas. They refine their sequences and perform them in informal settings, focusing on expressive skills and group coordination.	Media arts Students use media languages, technologies, and production processes to create persuasive and informative messages about sustainability. Students analyse how media artworks communicate meaning, then plan and produce their own media pieces—such as a zine page or a poster. They follow the stages of media production from planning and designing to editing and publishing, using both traditional and digital tools. The unit culminates in sharing their work with an audience to raise awareness and inspire positive environmental action. Through this process, students build creative, collaborative, and critical thinking skills while reflecting on how media can be used to influence change.	Visual Arts Students explore how artists communicate ideas using visual conventions, art processes and materials. Students investigate Yayoi Kusama’s artworks, focusing on repetition, pattern, scale, space, form, colour and appropriation. Across the term, students maintain a portfolio that records experimentation and reflections comparing Kusama’s techniques with their own. The unit culminates in a final painting and/or sculpture that reveals something about the student, presented in an informal display for others to view.
	Music Students explore how music communicates mood, ideas and stories by listening to, describing, composing and performing a range of music. They develop understanding of musical elements—especially rhythm, pitch and timbre—through practical playing, singing and composing tasks, including work with melodic instruments to build pitch and melody skills. Working individually and in small groups, students experiment with different sounds and simple structures to create and perform short compositions, and they discuss similarities and differences between the music they listen to, compose and perform.		Music Students explore how and why music is composed and performed across cultures, times and places, including First Nations music and film scores, to understand how music can represent stories and culture. They analyse how instrumentation and timbre shape musical expression and build performance skills by learning and performing a class song using time names, letter names and solfege, including semiquavers. Students apply these understandings to compose their own pentatonic melody using rhythmic devices, making intentional choices to communicate ideas and meaning.	
HPE V9	Physical education Ball skills - Softball Students are introduced to the basic skills and strategies of softball through explicit skill-building and modified games that focus on throwing, catching, hitting/striking, positional play and teamwork. They refine overarm throws to a range of targets, practise catching in a glove in increasingly complex and less predictable situations, and transition smoothly from catch to throw. Students develop striking skills by hitting pitched balls with a bat to direct the ball into space, then apply these skills and simple tactics in game settings while demonstrating fair play, inclusion, communication and sportsmanship.	Physical education Athletics Students refine their high jump and shot-put techniques, improving power, precision, and control. They develop a stronger J-shaped run-up, aiming to hit the mat at a shallow (30-degree) angle, while focusing on a higher, more controlled scissor kick and a feet-first landing. In shot put, students advance their technique by incorporating a full (270-degree) body rotation to generate more power, ensuring a proper 45-degree release angle for maximum distance. Emphasis will be placed on effort, consistency, and refining movement efficiency, allowing students to transition towards more competitive and skilled athletic performance.	Physical education Cooperative games Students explore how participation in physical activity enhances health, fitness, and wellbeing. They develop strategies to promote participation by designing and creating a cooperative game. Students learn about the body’s response to activity, apply inclusive game design principles, and create and model effective warm-up and cool-down routines. The unit supports students to analyse and apply strategies that reduce sedentary behaviour and promote positive, inclusive group participation.	Physical education Swim & survive Students develop confidence and competence in a range of swimming strokes, including freestyle with bi-lateral breathing, backstroke and survival backstroke with coordinated arm and leg action, and basic breaststroke as they work towards coordinated technique. They also begin practising freestyle and backstroke tumble turns. As part of water safety, students complete a deep-water skills sequence, including a surface dive to recover an object while wearing goggles, and a continuous survival challenge in long pants and a long-sleeve shirt: deep-water entry, 4 minutes of treading water, a feet-first surface dive with a short underwater swim, and 6 minutes of survival strokes (changing each minute) while removing extra clothing in the deep end.
	Health Students explore personal and social factors influencing their identities and emotional responses. They refine skills to navigate physical, emotional, and social changes, developing strategies for managing transitions as they age. The importance of empathy, diversity, respect, and inclusion in building and sustaining respectful relationships is emphasized. Additionally, students enhance their ability to take responsibility for health and wellbeing by examining health messages and factors influencing healthy choices in physical activity and health behaviours.		Health Students explore the importance of making healthy choices to support overall wellbeing. They learn to recognise strategies for managing change, interpret the Australian Guide to Healthy Eating, and critically evaluate how health messages influence choices. They develop decision-making skills to select strategies for maintaining a healthy and active lifestyle. Students engage in discussions, investigations, and practical applications of health information to enhance their own and others' wellbeing. They explore the impact of nutrition, physical activity, and health messages on their daily lives and develop strategies to support positive health choices.	
Languages V9	Spanish Students use short spoken and written Spanish to talk about school, food, routines and leisure activities. They ask and answer questions and use a wider range of vocabulary.		Spanish Students describe places, activities and experiences using more accurate language. They explore celebrations and cultural practices in Spanish-speaking communities and reflect on how language and culture are connected.	