Holland Park State School
2026 Year 4 Curriculum Overview

	Semester 1		Semester 2	
	Term 1	**Term 2**	**Term 3**	**Term 4**
English	**Unit 1 English: Exploring texts and author's language in a familiar narrative** Students discuss and a familiar narrative – "The Twits' or 'Fantastic Mr Fox' and create an imaginative adaptation developing and expanding on ideas, characters, settings and events. The students will share and extend ideas, opinions and information about a short novel for an audience. They will create an imaginative adaptation of the novel in which the read.	**Unit 2: Building an argument – planning for a more sustainable world** Students explore characteristic features used by authors to persuade and build an argument. They engage in shared and independent writing and learning experiences to explore persuasive features of an argument and create texts to present arguments to an audience using features of voice. The students will create a spoken argument to share and extend ideas, opinions and information about a topic. They will read, view and comprehend texts created to influence audiences.	**Unit 3: Examining Traditional Tales** Students engage with a variety of texts for enjoyment and explore how characteristic and language features. Students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They 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.	**Unit 4: Reporting the First Fleet – A Journey Through History and Headlines** Students will delve into the world of newspaper reporting while exploring the historical significance of the First Fleet. The unit is designed to develop students' journalistic skills and historical knowledge, enabling them to create their own newspaper reports. Students will learn about newspaper structure, apply key language features, integrate visual elements, and refine their writing and editing skills. By the end of the unit, students will have produced a comprehensive newspaper report that combines historical understanding with effective communication techniques.
Mathematics	**Number and Algebra** • Finding unknown quantities and values • Properties of odd and even numbers **Measurement and Space** • Converting between units of time **Statistics and Probability** • Create many-to-one data displays, assess the	**Number and Algebra** • Use addition and multiplication facts to add and subtract, multiply and divide numbers efficiently • Recognise equivalent fractions and make connections between fraction and decimal notations. • Count and represent fractions on a number line	**Number and Algebra** • Count and represent fractions on a number line • Follow and create algorithms that generate sets of numbers and identify emerging patterns. **Measurement and Space** • Identify line and rotational symmetry in plane shapes	**Number and Algebra** • Use mathematical modelling to solve financial problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation **Measurement and Space**

	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.	• Represent tenths and hundredths in decimal form and multiply by multiples of 10 **Measurement and Space** • Create and interpret grid references **Statistics and Probability** • Identifying dependent and independent events • Predicting the likelihood of an event based on data and chance experiments • Collecting and presenting data	and create symmetrical patterns • Represent and approximate shapes and objects in the environment.	• 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	**Unit 1: Biological sciences** Students explore different habitats, including their local environment, to understand the roles of organisms and their feeding relationships. They classify organisms as producers, consumers or decomposers and explain why each group is important within a habitat. Students create and compare food chains to show how energy moves through a habitat and to identify simple patterns, including the vital role of producers.	**Unit 2: Chemical sciences** Students investigate natural and manufactured materials used in everyday objects to understand how material properties relate to their purpose. They explore why certain materials are chosen or combined for specific uses, including examples from Aboriginal and Torres Strait Islander practices.	**Unit 3: Earth & space sciences** 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.	**Unit 4: Physical sciences** Students investigate how frictional, gravitational and magnetic forces affect motion and how objects exert forces on one another. They continue to develop their skills in planning and conducting safe, fair tests. Students apply their understanding of force and motion to explore design solutions that use these forces in real world contexts, including transport, medical technologies, security systems and games or toys.
Humanities and Social Sciences (HASS)	**Unit 1: How can HPSS and the local community contribute to making our world more sustainable?** Students' inquiry the question "How can HPSS and the local community contribute to making our world more sustainable?" Students compare different locations.		**Unit 2: How can looking into our past help to define our future? NAME** **First contacts** Students investigate factors that shape **identity,** the importance of laws, the significance of exploration, and impacts of the First Fleet.	
Health	**Unit 1: Protective Behaviour Online** Students examine and interpret health information about cyber safety, cyberbullying and online protocols.	**Unit 2: Healthy Futures** Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.	**Unit 3: Choices and behaviours** Students will investigate stereotypes. They will develop an understanding how aspects of culture, history and social	**Unit 4: 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 learnt the importance of a balanced diet

			expectations influence stereotypes	and how health messages influence food choices.
Physical Education	Students participate in a range of aquatic activities and movement challenges with a focus on stroke development and lifelong water safety skills. Students refine fundamental movement skills and investigate how they affect propulsion and efficiency through water especially in water safety and rescue-based scenarios.	Students adapt movement strategies to enhance movement outcomes. They demonstrate fair play and inclusion through a range of roles in movement contexts.	Students are exposed to a range of direct interceptive games focusing on touch football orientated skills including passing, playing the ball, basic offence and defence. Students explore the elements of space and time to solve movement challenges.	Students perform a range of fundamental movement skills in aquatic activities with a focus on lifesaving and survival skills. They apply swimming skills and water competencies to solve movement challenges including rescues, self-preservation and underwater activities.
Technologies		**War on Waste – Digital Technologies** Design and implement (collaboratively) a digital solution using Makey Makey for an interactive poster that will teach young students about sorting rubbish.	**Design Technologies – Balloon Rocket Car** Students designed a balloon powered, recycled plastic containers rocket car.	
Languages - Japanese	**Unit 1: Amazing spaces** Students explore how space is understood and used in Australia and Japan. They compare geography, examine creative uses of space, and develop Japanese language skills, including script and sentence structure, while reflecting on cultural perspectives.	**Unit 2: How do we celebrate?** Students explore the concept of celebrations through language and make connections to their own experiences. They examine celebrations in Japan, compare them with those in other countries, and develop their understanding of Japanese script and sentence structure. Through intercultural experiences, students reflect on how celebrations shape identity and cultural understanding.	**Unit 3: Mini chef** Students explore cuisine and how language is used to communicate about cooking and food. They learn about traditions around cooking and eating in Japan, describe traditional Japanese dishes, and take part in shared cooking experiences. Through intercultural activities, students reflect on the connections between language, culture and food in Japanese and English speaking contexts.	**Unit 4: The journey of the tale** Students use language to explore how characters are represented in traditional stories. They engage with traditional Japanese texts, examine the portrayal of heroes, and develop their understanding of pronunciation, script and sentence structure. Through intercultural experiences, students reflect on how language and cultural values shape character transformation in imaginative texts.
The Arts				
Music	**Unit 1: Sounds of Australia** Students explore the cultural diversity of Australian music, beginning with the traditions of First Nations Peoples. They investigate how music is created and shared across cultures and places in Australia. Students develop listening, singing and instrumental skills, use notation and digital technologies, and manipulate musical elements to improvise, compose and perform pieces that communicate ideas about Australia's cultures and environments.		**Unit 2: Expressing Emotions through Music** Students explore emotions and healthy ways to express them through music. They create a ukulele arrangement of If You're Happy and You Know It by manipulating musical elements to convey a chosen emotion. Students develop listening, singing and instrumental skills, use notation and digital tools, and perform their arrangement while explaining their musical choices.	

Dance			Students participate in a dance program run by external dance instructors, Creative Dance Industries. Students perform a cultural dance, choreograph a dance for a small group and respond to dances they make, perform and view.	
Drama			**Sustainability Through the Lens of Drama** Students explore sustainability through creative expression and performance. They will engage in improvisation, role-play, and storytelling to develop their understanding of environmental responsibility and how their actions impact the planet. Students will collaborate to create short performances that highlight key sustainability messages, such as reducing waste, conserving resources, and protecting wildlife. The unit aims to build confidence, teamwork, and communication skills while fostering a deeper appreciation for sustainable practices.	
Media Arts		**Persuade to recycle** Students explore media artworks that inform the making of an advertisement, which persuades a targeted audience to contribute to persuade the audience to recycle.		
Philosophy	Students developed their thinking skills in the class community by asking relevant questions, exploring reasons, testing criteria with counter examples, offering alternative ideas, making distinctions, and recognising assumptions.			

* Units are subject to change throughout the year

2026 Year 4 Excursions and Incursions

PRICES ARE APPROXIMATIONS and subject to adjustment following changes in transport and supplier costings

Term 1	Term 2	Term 3	Term 4
	Street Science Incursion Cost: Approximately $18 Shake and Stir Incursion – Approx $10	Musica Viva Australia in Schools Cost: Approximately $10.50 NAIDOC Week Cultural Incursion approximately $5.50 Creative Dance Cost: Approximately $32 Minjerrabah/ Stradbroke Island Excursion Cost: Approximately $55	

2026 Other Expenses

Online Resources	Cost (per year)
Readings Eggs	$11 per student
Typing Tournament	$5 per student
Maths Online	$20 per student
TOTAL	$36
iPad BYOD	$530 PLUS KEYBOARD/CASE/STYLUS Option to hire also available ($250)
INSTRUMENTAL MUSIC PROGRAM (optional)	Instrument Hire $160 Music levy $60 **Optional** Music Fanfare $20 Strings Workshop (free) Band – Festival of Creativity (Free) Choral Cluster Workshop (Free) **Strings** Fanfare excursion sometime in May/June Music Fest October (both $160 entry fee plus bus)