

**Year 4 Curriculum Overview**  
**Term 3 2025**  
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**MATHS**

**Fractions:** students will explore fractions that are represented in different ways including equivalent fractions, improper fractions and mixed numerals.

**Multiplication and division:** students multiply and divide numbers in a range of contexts using a range of visual and mental strategies, including arrays, problem solving and number sense focused activities.

**Time:** students will tell time to the nearest minute and solve problems involving the duration of time.

**Chance:** students will develop an understanding of the chance of events occurring and whether they are dependent or independent.

**SCIENCE: Biological Science**

Students further develop their understanding of the needs of living things in the context of food chains. They consider the variety of ways living things obtain the energy and nutrients they need for survival and classify living things as producers, consumers and decomposers. Students begin to understand that consumers can be identified as herbivores, carnivores and omnivores based on the types of food that they eat, and as predators or prey based on their interactions with other consumers.



**WELLBEING**

Building a positive learning community, focusing on respectful relationships. Students develop skills and strategies to become effective learners and build positive relationships.

**VISUAL ARTS**

Students respond to and make art works independently and collaboratively, drawing from a range of sources. They will learn about artists and their specific techniques. Students will explore meaning and interpret art elements, forms and cultural contexts.

**CHILD PROTECTION CURRICULUM**

The Keeping Safe: Child Protection Curriculum provides age and developmentally appropriate strategies to help children and young people keep themselves safe.

**HASS:**

**History:** continued from Term 2.

**Geography:** Students build on their understanding of place with a focus on the continents of Africa and South America. They describe the relative location of places and how they are mapped. Students explore the interconnection between the natural characteristics of the environment that support humans and other living things. They explore the connection between climatic zones in ecosystems and the natural vegetation and native animals that inhabit them.



**ENGLISH**

**Reading:** Students will participate in independent, shared and guided reading with a focus on fluency and key comprehension strategies. Students borrow weekly and are encouraged to read at home each night.

**Handwriting:** Focusing on letter formation and correct posture/grip.

**Oral Language:** Students will prepare and present an oral presentation with focus on clarity and volume of voice, eye contact, preparation and time limit.

**Writing: Informative writing:** Students will examine the language features and structure of an information report and apply these as they research, plan, draft, edit and publish an information report about an animal.

**Class novel:** Students will actively listen and respond to a shared class novel.

**Spelling & Grammar:** Daily spelling and grammar program continues with an increased focus on morphology.

