



# Learning Outline for Parents 2026

## Term 3 - RESPECT

This document is designed to provide clear and consistent information about the learning planned for your child's class for the coming term. It allows parents and carers to stay informed, support learning at home, and engage in meaningful conversations with their child about what they are learning at school.

By sharing this outline, we strengthen our collaborative approach between home and school, ensuring learning is connected, purposeful, and consistent across the school. This approach aligns with the Quality Teaching Strategy – *Teaching for Impact*, supporting high-quality teaching and improved learning outcomes for all students. For more information on Homework please check our website.

## Year 4

### English

#### Reading and Viewing

**This term, reading and viewing skills will be used in conjunction with a class novel study.**

- Reading and Viewing skills:
- Predicting
- Summarising
- Making connections
- Inferences
- Asking questions
- Visualising

#### Lexile Reading

Lexile tests take place in Weeks 1-2 each term. This will determine students' reading levels, and influence which reading groups they will be put into. This program aims to develop comprehension skills and links with the strategies being taught in class. Students are expected to complete 5 - 10 quizzes each week.

#### Writing

This term, students will participate in our Talk for Writing program, focusing on information texts. They will begin with a Cold Task to assess their current skills.

Throughout the unit, students will learn how to write clear and informative texts by organising ideas into logical sections and including accurate facts and details. They will explore model information reports, practise discussing and researching topics orally, and apply these skills in their writing. The unit will conclude with an independent task, where students will demonstrate their ability to write a well-structured and informative information report.

#### Spelling

Phonological:

- /oy/ sound
- /oo/ sound as in moon
- Soft g sound
- F sound

Morphemic:

- Suffixes -er, -or, -ing
- 'Not' Prefixes dis-, im-, in-, il-, ir-
- Prefix re-

Visual:

- -ire + base (spire) e.g. aspire, inspire
- Silent/bossy e
- Final e following words ending in i, v, u e.g. have/love

- Word family: '-ought' & '-aught'

Etymological:

- quadr - four
- quin - five
- deca - ten
- centi - hundred

### Speaking and Listening

Plan, create, rehearse and deliver a structured oral presentation on a topic using subjective and objective language, complex sentences, visual features, tone, pace, pitch and volume.

## Mathematics

### Number and Algebra

Multiplication:

- Multiplying whole numbers by powers of 10
- Use bar modelling to solve word problems

Division:

- Dividing multiples of 10 and whole numbers by powers of 10
- Use bar modelling to solve word problems

Fractions:

- Counting by halves, thirds and quarters and representing these on number lines.
- Convert between mixed numerals and improper fractions.
- Write fractions or mixed numerals and decimals for shaded ten grids
- Represent decimals by shading ten grids
- Represent decimals to tenths on number lines

### Measurement and Geometry

Time:

- Calculating elapsed, finish, and start times for 5-minute and 1-minute interval problems

Measurement:

- Measure, compare and order mass in grams and kilograms using kitchen scales
- Measure, compare and order temperatures using thermometers
- Measure, compare and order capacities in litres and millilitres using a measuring jug.
- Solve mass, capacity and temperature word problems

## HASS

### History

- Life and what it was like for Aboriginal and Torres Strait Islander (ATSI) Peoples before their first contacts with European explorers.
- Early years of European (British) settlement in Australia. Reasons behind the establishment of the Sydney colony, the First Fleet journey, and what life was like for the early colonists.

### Geography

- The importance of environments to animals and people, and the different views on how they can be protected
- Sustainable use and management of renewable and non-renewable resources
- The main characteristics of the continents of Africa and Europe, and the location of their major countries in relation to Australia

## Visual Arts

### Visual Arts

- Development of artistic processes and techniques to explore visual conventions through:
  - Texture (piercing, pinching, pressing, embossing, scoring)
  - Value (mixing of shades)
  - Space (diminishing perspective)
  - Responses to their own and others' artwork, reflecting on meaning using visual art terminology

## Technologies

### Design Technologies

- Types of technologies used in food and fibre production or processing, including how they are used to help meet consumer needs
- Physical properties of food influence selection and preparation e.g. appearance of food, such as colour, size, shape, gloss
- Properties of materials and components for a range of purposes affect suitability and function in a system e.g. various materials used to construct musical instruments affect the function of the instrument

## Health

- Strategies that promote a healthy lifestyle
- Participation in physical activities
- Sun safety
- Nutrition choices
- How health information influences health decisions and behaviours

## Specialist Subjects

### Science

At East Victoria Park Primary School (EVPPS) we run a hands-on inquiry-based learning program in Science. Students have the opportunity to explore concepts taught through investigations and various manipulatives. In Term 3 we cover Earth and Space Sciences. Weathering, erosion, transportation and deposition cause slow or rapid change to the Earth's surface.

### Music

Students learn music through a Kodály approach to music education. This term students will focus on:

- Pentatonic scale
- Improvise, sing and play pentatonic or simple melodic patterns
- Treble clef notation reading and writing.
- Whole School Song for Music Assembly

### Physical Education

Students will be focusing on their fitness and team games in preparation for the Faction Athletics carnival at the end of Term 3. We will also be developing fundamental movement and gross motor skills (striking including:

- Running technique, sprinting, jumping and throwing
- Floorball
- Improving aerobic and anaerobic fitness
- Athletics carnival team games
- Interpersonal and self-management skills – teamwork and sportsmanship

### Japanese

Students will be covering the 46 basic hiragana characters (Japanese writing system) and using them in various activities.