

 Are you on TRACK? Thoughtful Respectful Accountable Cooperative Kind	Year 4 Term 1 2026				
	Meet the Burnside Year 4 Team			Specialist Team	
	4P Class Teacher: Rebecca Pope		Welcome to the students of 4P for 2026. My classroom for 2026 can be found in Block C. I can be contacted by email on rpope11@eq.edu.au . I am looking forward to a great year and getting to know all the students and families of 4P.	Performing Arts - Shane McLennan	
	Inclusion Teacher: Reece Toomey		Hello my name is Reece Toomey. This year I will be the Inclusion teacher for grade 3 and 4. You can find me in the middle room of C block. I can be contacted by email on rtoom6@eq.edu.au . I love board games, surfing and cooking. I look forward to working with the year 3 and 4 students in 2026.	Physical Education – Liam Schofield	
			STEAM- Julianne Golding & Carter Ford	 	
Key Events		Parades		Homework Expectations	
Parent information sessions 10 th February Clean up Australia Day 2 nd March P&C AGM Meeting 10 th March Harmony Day 20 th March P-6 Cross Country 25 th March Parent Teacher Interviews 31 st March P&C Movie Night 1 st April Good Friday 3 rd April		Friday 8:50am Even weeks 6 th February – Week 2 20 th February – Week 4 6 th March – Week 6 20 th March – Week 8		Students are expected to complete their homework each week and return for marking every Friday. Homework is intended to consolidate knowledge taught and should be able to be completed independently. If your child is having difficulties, please email your classroom teacher to discuss. It is important that students in Year 4 take responsibility for having their homework completed and handed in on time.	

English	Maths	Science	Humanities	The Arts	Health	Physical Education	Technologies
Speaking and Listening 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 that 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.	Unit description 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 • use 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 location of interest • develop and use surveys and digital tools to generate data and conduct a statistical investigation.	Investigating water 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.	Australia before, during and after European settlement (Semester of work) In this unit, students: • draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of <i>terra nullius</i>. • analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment	Drama - Dramatic traditions In this unit, students make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus.	Behaviours and strategies (Semester of work) Students describe how inclusion and stereotypes shape their behaviours and decision making. They practise and explore actions they can take when faced with challenges, such as instances of hurt or disrespect, or when seeking, giving and denying permission. Through participation in real-world scenarios and role-plays, students describe and apply protective behaviours and help-seeking strategies using collaboration, communication and decision-making skills. They rehearse and refine these strategies in a range of online and offline situations to keep themselves and others safe.	Adapting movement strategies (Semester of work) Students interpret health information and messages and reflect on how they affect decisions and behaviours to enhance their health, safety, relationships and wellbeing. Students refine and combine fundamental movement skills to create a movement sequence. They demonstrate application of movement concepts to movement sequences across a range of situations. Through identified movement contexts such as games and sports, students build on previously learnt skills, adapt movement strategies and trial different techniques and combinations to apply movement sequences to unfamiliar situations.	Pinball paradise (Semester of work) In this unit students will investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used.
Assessment Task: Students create a presentation to share and extend ideas, opinions and information about a short film for an audience.	Assessment Task: Space Students will create and interpret grid references. To identify symmetry in shapes and create symmetrical patterns. Assessment Task: Statistics Students will conduct a statistical investigation to collect data, create many-to-one displays and interpret and communicate findings.	Assessment Task: Students will construct representations of the water cycle and describe the movement of water through the environment, investigate how data is used to make decisions about the use of water and share findings using scientific vocabulary.	Assessment Task: Students explain aspects of life in Australia, before, during and after European settlement.	Assessment Task: Dramatic traditions: Collection of work Student’s devise, perform and respond to a drama based on storytelling.	Assessment Task: Students will describe influences on choices and actions and apply strategies to manage online and offline safety.	Assessment Task: Students select, use and refine personal and social skills to demonstrate fair play and inclusion and manage and strengthen relationships.	Assessment Task: Students make a pinball machine and design a games environment for its use.



BURNSIDE STATE SCHOOL 2026

