

# Year 4 GTMJs Term 1 2026



## English - Just Tricking: Year 4 Unit 1

Student					Teacher							
Learning area	English				Subject	Imaginative narrative						
Technique	Spoken Presentation and Written short story											
<b>Purpose</b>												
To present a spoken text using a variety of features of voice, discuss how the author uses literary devices to create originality and playfulness in their writing and provide appropriate feedback to a peer.												
To create an imaginative short story for <i>The Twits</i> , drawing on inspiration from Roald Dahl's literary devices and language features.												
<b>Speaking and Listening</b>  PART A	A	B	C	D	E							
	Interacts with others and listens to and presents spoken texts using an extract from Andy Griffiths novels.				Not yet demonstrating							
	Share and extend ideas about literary devices and deliberate word play and how they are used by authors to create originality and playfulness, opinions and information with audiences, using relevant details from learnt texts by authors Andy Griffiths and Roald Dahl.  Literary devices such as: onomatopoeia, alliteration and imagery.	Share and extend ideas about literary devices, opinions and information with audiences, using relevant details from learnt texts by authors Andy Griffiths and Roald Dahl.	Share and extend ideas, opinions and information with audiences, using relevant details from learnt texts by authors Andy Griffiths and Roald Dahl.	Shares ideas, opinions and information with audiences, using details from learnt texts by authors Andy Griffiths and Roald Dahl.	Shares an idea, opinion and information with audiences.							
	Uses language features including topic-specific vocabulary, literary devices and varies features of voice (volume, pace, tone and pitch) to rehearse and deliver an extract from Andy Griffiths novels or Roald Dahl <i>The Twits</i> and provides appropriate feedback regarding a peers features of voice, using 2 Stars and a Wish.	Uses language features including topic-specific vocabulary, literary devices and features of voice (volume, pace, tone and pitch) to rehearse and deliver an extract from Andy Griffiths novels or Roald Dahl <i>The Twits</i> .	Uses language features including topic-specific vocabulary, literary devices and features of voice (volume and pace) to rehearse and deliver an extract from Andy Griffiths novels or Roald Dahl <i>The Twits</i> .	Uses language features including topic-specific vocabulary, literary devices and features of voice (volume and pace) to rehearse and deliver an extract from Andy Griffiths novels or Roald Dahl <i>The Twits</i> .	Uses language features including topic-specific vocabulary, literary devices and features of voice (volume and pace) to rehearse and deliver an extract from Andy Griffiths novels or Roald Dahl <i>The Twits</i> .							
	Creates a written imaginative short story for a purpose and Yr 4 audience, developing ideas using details from the learnt text, <i>The Twits</i> .  - Quoted (direct) speech - Prepositional phrases	Creates a written imaginative short story for a purpose and Yr 4 audience, developing ideas using details from the learnt text, <i>The Twits</i> .  - Quoted (direct) speech - Text connectives - Range of sentence types - Verb groups	Creates a written imaginative short story for a purpose and Yr 4 audience, developing ideas using details from the learnt text, <i>The Twits</i> .	Creates a written text for a purpose and Yr 4 audience, using details from the learnt text, <i>The Twits</i> .  - Noun groups - Cohesive and coherent text that uses pronouns	Creates a written text using a detail from the learnt text, <i>The Twits</i> .							
<b>Writing and Creating</b>  PART B	- For effective descriptions uses verb groups, adverbs groups, adverb phrases for a purpose											
	Use paragraphs to develop, organise and link ideas for a narrative text structure.		Use paragraphs to organise and link ideas for a selected text structure (narrative text structure).	Use paragraphs to organise and link ideas.	Exploring using paragraphs to organise and link ideas.							
	Writes texts using clearly formed letters with developing fluency.			Not yet demonstrating								

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## Tricks and Forces

Student		Teacher	
Learning area	SCIENCE	Subject	Physical Sciences
Technique	Experimental Investigation		
Purpose			
To Identify frictional and gravitational forces acting on objects and describe the effect of friction through conducting a scientific investigation and game design.			

		A	B	C	D	E
Science Understanding	Physical Sciences	<p>Identify frictional, gravitational and magnetic forces acting on objects, using force arrows to represent direction and magnitude.</p> <p>Identify in the first part + game</p> <p>Describe the positive and negative effects of friction on everyday experiences.</p> <p>Car at the snow picture + question for positive / negative effects</p> <p>Eg: chains slows the car down so that people are safe = more friction, because the ice is slippery and has a low amount of friction.</p>	<p>Identify frictional and gravitational forces acting on objects, using force arrows to represent direction.</p> <p>Describe effects of friction on everyday experiences.</p> <p>Eg: chains slows the car down so that people are safe and there is more friction.</p>	<p>Identify frictional and gravitational forces acting on objects.</p> <p>Describe the effect of friction.</p> <p>Eg: slows the car down</p>	<p>Identify a force acting on objects.</p> <p>Identifies an effect of friction.</p>	Recognise a force.
Science Inquiry	Questioning and predicting	<p>Make predictions based on observations.</p> <p>eg: I predict that the car will travel the furthest off the Astro turf</p>			Not yet demonstrated	
	Processing, modelling and analysing	Construct an accurate column graph, with correct labels to organise data and information and identify patterns and relationships, with reference to their prediction.	Construct an accurate column graph to organise data and information and identify patterns and relationships.	Construct a simple column graph to organise data and information and identify patterns and relationships.	Construct a simple column graph.	Construct a simple table.
	Communicating	Communicate using accurate scientific vocabulary purposefully.	Communicate using scientific vocabulary purposefully.	Communicate using scientific vocabulary when appropriate.	Communicate some scientific vocabulary when appropriate.	Communicate information with no scientific vocabulary.

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## HASS - Local Government Roles: Year 4 Unit 1

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	HASS	Subject	Civics and Citizenship
Technique	Test		
<b>Purpose</b> <p>To describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity. To develop questions and locate, collect and record information and data from a range of sources and formats. To use ideas from sources and relevant subject specific terms to present descriptions and explanations.</p>			

	A	B	C	D	E
<b>Knowledge and Understanding</b>	<p>Describe the importance and role of the Sunshine Coast local government and the community members, how local government is chosen and by whom and how local services impact on the lives of students.            Part A – Q4            Describe the importance of laws, how they affect the lives of people and the differences between rules and laws.            Part A – Q8            Describe the cultural, religious and social factors that shape identity and their importance to identity.            Part B – Q1 (cultural, religion, social and other) Part B – Q3</p>	<p>Describe the importance and role of the Sunshine Coast local government and the community members and how local government is chosen and by whom.            Part A – Q3</p> <p>Describe the importance of laws and the differences between rules and laws.            Part A – Q6</p> <p>Describe the cultural, religious and social factors that shape their identity.            Part B – Q1 (cultural, religion, social)</p>	<p>Describe the importance and role of the Sunshine Coast local government and community members.            Part A – Q1, Q2</p> <p>Describe the importance of laws.            Part A – Q7</p> <p>Describe the cultural and social factors that shape identity.            Part B – Q1 (cultural and social)</p>	<p>Describe the importance or role of the Sunshine Coast local government and community members.            Part A – Q1 or Q2 and Q4 (first column)</p> <p>Identifies rules and laws            Part A – Q5</p> <p>Describe the cultural or social factors that shape identity.            Part B – Q1 (cultural and social)</p>	<p>Describe the importance or role of the Sunshine Coast local government or a community member.            Part A – Q1 or Q2 or Q4 (first column)</p> <p>Identifies a rule or law            Part A – Q5</p> <p>Describes a factor that shapes identity.            Part B – Q1</p>
<b>Skills</b>	<p>Develop questions to examine unfamiliar ideas including what is similar/different and locate, collect and record information and data from a range of sources and formats.            Part B – Q1 (Own created questions)</p>	<p>Develop questions including what is similar/different and locate, collect and record information and data from a range of sources and formats.            Part B – Q2</p>	<p>Develop questions and locate, collect and record information and data from a range of sources and formats.            Part B – Q1 (cultural, religion, social)</p>	<p>Develop question/s or locate, collect and record information and data from a range of sources and formats.            Part B – Q1</p>	<p>Develop question/s or locate, collect and record information and data.            Part B – Q1</p>
<b>Feedback</b>	<p>Use ideas from sources and accurate relevant subject-specific terms to present descriptions and extend and elaborate on explanations.</p>	<p>Use ideas from sources and accurate relevant subject-specific terms to present descriptions and explanations.</p>	<p>Use ideas from sources and relevant subject-specific terms to present descriptions and explanations.</p>	<p>Use ideas from sources and limited subject-specific terms to present descriptions.</p>	<p>Use ideas from sources to present descriptions.</p>

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## Marking guide

## Year 4 Unit 1

### AC V9 Mathematics

Name: \_\_\_\_\_

### Assessment task 1.1 — Space<sup>2</sup>

Purpose: To create and interpret grid references. To identify symmetry in shapes and create symmetrical patterns.

	A	B	C	D	E
Understanding & Fluency	Identifies line and rotational symmetry in plane shapes and images, creates and describes symmetrical patterns including a pattern with line and rotational symmetry, and investigates and describes line and rotational symmetry in a complex pattern.	Identifies line and rotational symmetry in plane shapes and images and creates and describes a symmetrical pattern.	Identifies line and rotational symmetry in plane shapes and creates symmetrical patterns.	Identifies line or rotational symmetry in plane shapes and completes a pattern with components of symmetry.	Identifies line or rotational symmetry in a plane shape or completes a pattern with components of symmetry.
Feedback:	Creates a grid reference system; interprets and uses grid references and directional language to locate and describe positions and pathways on a map.	Creates, interprets and uses grid references to locate and describe positions on a map and follows a pathway.	Creates and interprets grid references.	Interprets grid references to locate landmarks on a map.	Interprets a grid reference to locate a landmark on a map.

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## Marking guide

## Year 4 Unit 1

### AC V9 Mathematics

Name: \_\_\_\_\_

### Assessment task 1.2 — Using surveys to conduct statistical investigations<sup>o</sup>

**Purpose:** To conduct a statistical investigation to collect data, create many-to-one displays and interpret and communicate findings.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Problem solving and Reasoning</b>	Conducts statistical investigations using surveys and digital tools to generate categorical and discrete numerical data, creates different many-to-one displays, analyses the effectiveness of different displays, discusses the shape of distributions and variation in data and uses findings to draw conclusions about morning tea choices.	Conducts statistical investigations using surveys and digital tools to generate categorical and discrete numerical data, creates different many-to-one displays, analyses the effectiveness of different displays, and discusses the shape of distributions and variation in data when communicating findings.	Creates many-to-one data displays, assesses the suitability of displays for representing data and discusses the shape of distributions and variation in data. Uses surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicates findings in context.	Creates data displays and describes the usefulness of each representation. Uses data displays to compare data distributions and communicate results. Uses a survey and digital tools to generate data in a statistical investigation.	Creates a data display and discusses its key features. Uses a data display to compare and communicate results. Co-creates a survey with digital tools to generate data in a statistical investigation.
<b>Feedback:</b>					