Australian Curriculum Version 9: Mathematics
Year 4 Year level plan 2026

Sequence of units	Semester 1		Semester 2	
	Unit 1	**Unit 2**	**Unit 3**	**Unit 4**
Unit topics	**Number, Space, Statistics**	**Number, Algebra, Measurement**	**Number, Space, Measurement**	**Number, Algebra, Probability**
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 • using 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 locations of interest • develop and use surveys and digital tools to generate data and conduct a statistical investigation.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • build understanding of odd and even numbers, number facts, addition and subtraction, fractions such as equivalent fractions and decimals to deepen an appreciation of how numbers work together • use a range of physical or virtual materials to develop mathematical thinking, such as materials to show the multiplicative relationship between place values • use strategies for multiplication and division based on the inverse relationship between them • choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context • solve everyday problems involving duration of time including converting units of time using relationships between units.	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • draw on proficiency with number facts, fractions and decimals such as two-tenths to deepen an appreciation of how numbers work together • choose and use efficient strategies when modelling practical problems, communicating solutions within the context (for example: with a focus on decimals and everyday situations) • recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical and virtual materials • measure and estimate common attributes of objects using conventional instruments such as tape measures, measuring jugs and appropriate metric units • become aware of the importance of context and purpose when making judgements (for example: reflect on the reasonableness of measurements, the results of calculations and how they choose to represent the mathematics).	Students further develop proficiency and positive dispositions towards mathematics and its use as they: • build fluency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently • use algorithms to generate sets of numbers, recognising and describing any patterns that emerge • develop and use strategies for multiplicative thinking such as creating an algorithm that will generate number sequences involving multiples • draw on reasoning skills to analyse, categorise and order chance events and identify independent and dependent events when conducting a chance experiment • investigate variability by conducting repeated chance experiments, observing and communicating results.

Assessment		Unit 1	Unit 2	Unit 3	Unit 4
		Assessment task 1.1 — *Space*	**Assessment task 2.1 —** *Number and Mathematical modelling*	**Assessment task 3.1 —** *Number and Mathematical modelling*	**Assessment task 4.1 —** *Number, Algebra and Computational thinking*
Assessable elements		Understanding and Fluency	Understanding and Fluency, Problem solving	Understanding and Fluency, Problem solving	Understanding and Fluency
Range and balance of assessment conventions[1]	**Technique**	Short response	Short response Project	Short response Project	Test/Examination
	Mode	☒ Written	☒ Written	☒ Written	☒ Written
	Conditions ***Schools consider and identify conditions that enable equitable access for all students.***	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students

Assessment		Unit 1	Unit 2	Unit 3	Unit 4
		Assessment task 1.2 — *Statistics and Statistical investigations*	**Assessment task 2.2 —** *Measurement*	**Assessment task 3.2 —** *Measurement*	**Assessment task 4.2 —** *Probability and Probability experiments and simulations*
Assessable elements		Problem solving and Reasoning	Understanding and Fluency	Understanding and Fluency	Problem solving and Reasoning
Range and balance of assessment conventions[1]	**Technique**	Statistical investigation	Test/Examination	Test/Examination	Probability experiment and simulation
	Mode	☒ Multimodal	☒ Written	☒ Written ☒ Practical	☒ Written ☒ Practical
	Conditions ***Schools consider and identify conditions that enable equitable access for all students.***	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students	☒ Access to resources ☒ Individual task **Have you considered:** ☐ Time considerations ☐ Word length ☐ Accessibility for all students

[1] For more information about Assessment conventions, navigate to Summative assessment tasks page on the Teaching and Learning Hub, https://det-school.eq.edu.au/teachingandlearning/assessment/quality-assessment/summative-assessment-tasks

Aspects of the achievement standard	Semester 1		Semester 2	
	Unit 1	Unit 2	Unit 3	Unit 4
Number and Algebra ☼				
use their understanding of place value to represent tenths and hundredths in decimal form and to multiply natural numbers by multiples of 10			Assessment task 3.1	
use mathematical modelling to solve financial and other practical problems, formulating the problem using number sentences, solving the problem choosing efficient strategies and interpreting results in terms of the situation*		Assessment task 2.1	Assessment task 3.1	
use their proficiency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently		Assessment task 2.1		
choose rounding and estimation strategies to determine whether results of calculations are reasonable		Assessment task 2.1		
use the properties of odd and even numbers		Assessment task 2.1		
recognise equivalent fractions and make connections between fraction and decimal notations			Assessment task 3.1	
count and represent fractions on a number line			Assessment task 3.1	
find unknown values in numerical equations involving addition and subtraction				Assessment task 4.1
follow and create algorithms that generate sets of numbers and identify emerging patterns				Assessment task 4.1
Measurement and Space ☼				
use scaled instruments and appropriate units to measure length, mass, capacity and temperature			Assessment task 3.2	
measure and approximate perimeters and areas			Assessment task 3.2	
convert between units of time when solving problems involving duration		Assessment task 2.2		
compare angles relative to a right angle using angle names			Assessment task 3.2	
represent and approximate shapes and objects in the environment			Monitoring strategy	
create and interpret grid references	Assessment task 1.1			
identify line and rotational symmetry in plane shapes and create symmetrical patterns	Assessment task 1.1			
Statistics and Probability ☼				
create many-to-one data displays, assess the suitability of displays for representing data and discuss the shape of distributions and variation in data	Assessment task 1.2			
use surveys and digital tools to generate categorical or discrete numerical data in statistical investigations and communicate their findings in context	Assessment task 1.2			
order events or the outcomes of chance experiments in terms of likelihood and identify whether events are independent or dependent				Assessment task 4.2
conduct repeated chance experiments and describe the variation in results				Assessment task 4.2

*This aspect of the Achievement standard is assessed over two tasks.

C2C Resource libraries and resources in AC V8 C2C units may support teaching and learning of the updated curriculum.