



# Australian Curriculum: 2026 Science — Year 4

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
<b>Unit name</b>	Unit 1: Here today, gone tomorrow	Unit 4: Fast forces! Integrated with technology Unit 3: Pinball paradise	Unit 2: Ready, set, grow	Unit 3: Material use
<b>Unit description</b>	Students explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.	Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely to collect data. Students use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.	Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. Students identify when science is used to understand the effect of their own and others' actions. Students plan, write, edit and publish an informative text about an Australian endangered animal.	Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. Students make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. Students represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations. Students complete simple reports to communicate their findings.

ASSESSMENT		SEMESTER 1		SEMESTER 2	
		Term 1	Term 2	Term 3	Term 4
<b>Range and balance of summative assessment conventions</b>	<b>Assessment</b>	Investigating soil erosion	Fast forces/Pinball paradise	Informative Report	Investigating properties of materials
	<b>Technique</b>	Experimental investigation	Investigation	Investigation	Experimental investigation
	<b>Type of text</b>	Procedure	Procedure	Report	Procedure
	<b>Mode</b>	Multimodal	Written	Multimodal	Written
<b>Aspects of the achievement standard</b>					
apply the observable properties of materials to explain how objects and materials can be used					
describe how contact and non-contact forces affect interactions between objects					
discuss how natural processes and human activity cause changes to Earth's surface					
describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal					
identify when science is used to understand the effect of their actions					
identify investigable questions about familiar contexts and make predictions based on prior knowledge					
describe ways to conduct investigations and safely use equipment to make and record observations with accuracy					
use provided tables and column graphs to organise data and identify patterns					
suggest explanations for observations and compare their findings with their predictions					
suggest reasons why a test was fair or not					
use formal and informal ways to communicate their observations and findings					