

**Bundamba State School**  
**Years 4 Term 2 Learning Map 2026**



**Dear Parents/ Caregivers,**






Welcome to an exciting Term 2, 2026 at Bundamba State School. The following table gives you an overview of the teaching, learning and assessment that will be occurring in your child's class this term. We also have some other exciting **date claimers** at Bundamba State School this term including:

- Friday 24<sup>th</sup> April – ANZAC Day Assembly 9:00am
- Saturday 25<sup>th</sup> April – ANZAC Day March start at Salvation Army
- Friday 1<sup>st</sup> May – Whole School Assembly 9:00am
- Monday 4<sup>th</sup> May – Labour Day Public Holiday
- Friday 8<sup>th</sup> May – Whole School Assembly 9:00am
- Friday 8<sup>th</sup> May – Mother's Day Stall
- Monday 11<sup>th</sup> May – Premier's Reading Challenge, Reading Period Commences
- Friday 15<sup>th</sup> May – Public Holiday Ipswich Show Day
- Friday 22<sup>nd</sup> May – Whole School Assembly 9:00 am
- Thursday 28<sup>th</sup> May - Hoedown Dance School Community Event
- Friday 29<sup>th</sup> May – Whole School Assembly 9:00 am
- Thursday 11<sup>th</sup> June – (Prep – 2) Junior Athletics Carnival
- Friday 12<sup>th</sup> June – Whole School Assembly 9:00am
- Friday 19<sup>th</sup> June - Whole School Assembly 9:00am
- Friday 19<sup>th</sup> June RI – Final Lesson for Term
- Tuesday 23<sup>rd</sup> June - (3-6) Senior School Athletics Carnival
- Friday 26<sup>th</sup> June – Whole School Assembly 9:00am



*We look forward to working together to achieve the best outcomes for your child.*

**Bundamba State School teaching priorities – producing proficient READERS, WRITERS and challenging students in MATHEMATICS, HASS and SCIENCE.**

Subject/ Learning Area	Assessments
<p><b>English</b></p> <p><b>Unit Title: Reporting on topics of interest or learning (Countries around the world) – Informative Texts</b></p> <p>In this unit students engage with a variety of texts including informative texts of increasing complexity and technicality. Texts by Australian, including First Nations Australian, and world authors should extend students as independent readers and writers.</p> <p>Texts may be about topics of interest or topics being studied in other learning areas. They include text-specific language features, varied sentence structures and some unfamiliar vocabulary.</p> <p>Students explore how characteristic features of texts and the specific organisation of language serve the purpose of texts.</p> <p>Students use texts as models to create and present a report.</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <p><b>PhOrMeS Word Reading and Spelling</b></p> <p>At Bundamba State School, Year 3-6 students will engage in explicit lessons 4-5 times per week, teaching word reading and spelling. PhOrMeS is a comprehensive, core literacy skills curriculum covering <b>Phonology</b> through phonics, <b>Orthography</b> through correct spelling conventions, <b>Morphology &amp; etymology</b> and <b>Semantics</b>. The curriculum is informed by a wide evidence-base of how students learn to read known as the Science of Reading and the Science of Learning.</p> <p>In Term 2, fluency buddies will be introduced in Year 4 to support our students to read fluently for both enjoyment and comprehension.</p>	<p><b>Summative: <u>Assessment Task</u></b></p> <p><b>Task 1 – Reading, viewing and comprehending informative texts</b>  <i>Students read, view and comprehend informative texts.</i></p> <p><b>Task 2 - Writing and creating informative texts</b>  <i>Students create a written and multimodal informative text for an audience.</i></p> <div style="text-align: center;">  <p><b>PhOrMeS</b>          Word Reading, Spelling &amp; Learning</p> </div>

Mathematics

**Strands being covered: Number & Algebra and Measurement (Time)**

This term in Number and Algebra students will:

- develop and use strategies for 2, 3, 4, 5 and 10 x multiplication facts that are based on understanding of multiplication as an operation and knowledge of the commutative law
- choose and use efficient calculation strategies for addition and subtraction including unknown values, when modelling problems, communicating solutions within the context of the situation
- use addition or multiplication to create algorithms that generate sets of numbers, recognising and describing any patterns that emerge
- become aware of the importance of properties of odd and even numbers when making judgements and reflecting on the reasonableness (rounding and estimating) and results of calculations

This term in Measurement students will:

- measure and estimate duration using conventional instruments and appropriate units

The block contains several mathematical aids:
 

- A diagram showing the addition of 45 and 32, broken down into (40 + 5) + (30 + 2).
- A 10x10 multiplication table with a schoolhouse illustration on the left.
- Two charts for even and odd numbers. The 'Even Numbers end in' chart shows 0, 2, 4, 6, 8. The 'Odd Numbers end in' chart shows 1, 3, 5, 7, 9.
- A circular clock face with various time intervals marked.

**Summative: [Assessment Task](#)**

**Task 1:** Using odd and even numbers, rounding, estimation and mathematical modelling  
Students use mathematical modelling to solve practical financial problems, choose rounding and estimation strategies to determine reasonableness and use the properties of odd and even numbers.

**Part A:** Use the properties of odd and even numbers

**Part C:** Proficiency with addition and multiplication facts to add, subtract, multiply and divide numbers efficiently

**Part B:** Use rounding and estimation to check for reasonableness

**Part D:** Use mathematical modelling to plan a pizza party

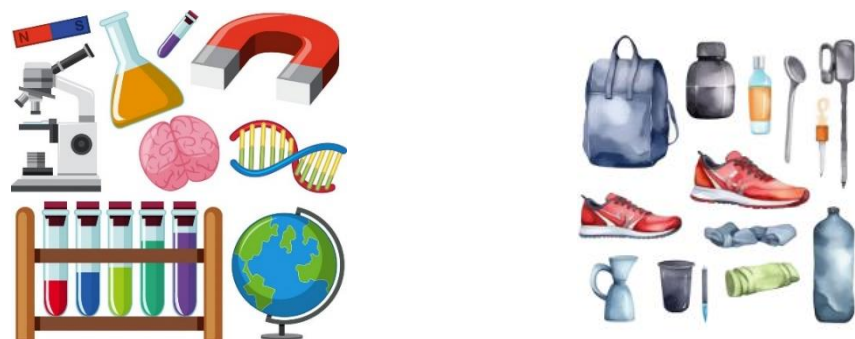
**Task 2:** Solving duration problems by converting units of time  
Students convert between units of time when solving duration problems

Science

**Unit Title: Chemical Sciences**

**Investigating materials and their properties.**

Students examine natural and manufactured materials used in familiar objects, such as shoes, drink containers or backpacks, to describe the relationship between material properties and use. They investigate why some materials are used more frequently or combined for specific products. Students will continue to develop their understanding of the importance of using fair methods for scientific drawing conclusions. They will use investigation scaffolds, tables, and graphic organisers to plan and conduct safe investigations of material properties. Students will begin to appreciate the value of making accurate formal measurements, using digital tools as appropriate, and comparing their findings with peers to identify factors that may have led to differences. Through experimentation, students consider how scientific understanding of material properties, functionality and sustainability can be used to address needs and solve problems, such as the use and disposal of plastics.



**Summative: [Assessment Task](#)**

Purpose: To plan and conduct safe and fair investigations that relate the properties of materials to their uses.



**Unit Title:** Using places sustainably

This term in HASS, students will explore the idea of "place," focusing on the continents of Africa and South America. They will:

- Learn how to describe the location of different places and understand how environments shape what a place is like.
- Explore the natural features of places, such as native plants and animals, and how people interact with these environments.
- Investigate the connections between people and the environment, and why caring for our environment is so important for both humans and animals.
- Learn about local government and the services it provides in the community.
- Discuss how people use natural resources and explore different perspectives on sustainability and how waste is managed.
- Recognise the deep knowledge and sustainable practices of Aboriginal and Torres Strait Islander peoples in caring for Country.
- Reflect on actions we can take to care for the environment while meeting the needs of people now and in the future.



This unit encourages students to think globally and act locally with care and responsibility.



**Summative:** [Assessment Task](#)  
Using Places Sustainably

**Purpose:** To conduct an inquiry to answer the following question: How can people use environments more sustainably?



HASS

Humanities and  
Social Sciences

HPE

**HEALTH Unit Title: Inclusion and Stereotypes (continued assessment)**

Students will finalise Part A of their assessment of identifying the influences that strengthen identities as they grow older and develop a greater understanding of themselves and others. Through context-specific and real-world experiences, students explore and describe self-regulation strategies to manage responses to physical, social and emotional changes and transitions. This term they will develop respectful practices, such as developing cultural awareness and describe how inclusion and stereotypes can influence decision-making and actions (Part B).



**PHYSICAL EDUCATION: Movement Unit Title: On Your Marks, Get Set, Go!**

Students will perform fundamental movement skills related to speed, endurance, strength and agility, including sprinting, distance running, jumping, balancing and changing direction efficiently. Through fitness circuits, relay activities and cooperative challenges, students will develop confidence, teamwork and fair play while practising strategies to manage emotions, follow rules and build respectful relationships during competitive and non-competitive activities. They will also prepare for the upcoming Athletics Carnival in Week 10



**Summative: Assessment Task**

**Health:** Students identify and describe influences and strategies to manage emotions and changes. Students apply skills and strategies to interact respectfully with others.

**Movement:** Students perform the fundamental movement skills of sprinting, distance running, jumping, balancing and changing direction in a variety of modified fitness, relay and agility activities.



**Breakfast / Morning Run Club each morning –To promote active involvement in health and fitness.**

Visual Arts

**Unit Title: Trashion is Fashion**

As part of an ongoing semester unit, students will continue to explore sustainability, further extending their knowledge and understanding of the importance of recycling. They will continue to learn creative ways of repurposing and upcycling everyday household items, as well as look at ways other artists have used sustainable art to raise awareness of environmental issues.



**Summative: Assessment Task**

*Collection of Work*

Students will: Continue to work on their outfit or costume accessory, made from upcycled materials that sends a powerful message out about the importance of looking after our planet.