



**SPRINGFIELD CENTRAL STATE SCHOOL**  
**YEAR 4**  
**2021**  
**TERM 4 OVERVIEW**



Learning Area	CONTENT	ASSESSMENT
ENGLISH	<p><b>Unit 6: Examining persuasion in advertisements and product packaging</b>            In this unit students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal.</p>	Examining persuasion in advertisements and product packaging
MATHS	<p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>▪ recall addition and related subtraction number facts</li> <li>▪ use number facts to add and subtract larger numbers</li> <li>▪ use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems</li> <li>▪ add and subtract using a written place value strategy</li> <li>▪ recall multiplication and related division facts</li> <li>▪ multiply 2-digit numbers by single-digit multipliers</li> <li>▪ interpret and solve multiplication and division word problems</li> </ul> <p><b>Fractions and decimals</b></p> <ul style="list-style-type: none"> <li>▪ identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections)</li> <li>▪ describe the fractional relationship between parts and the whole</li> <li>▪ record fractions symbolically</li> <li>▪ recognise key equivalent fractions</li> <li>▪ solve simple problems involving fractions.</li> </ul> <p><b>Number and place value</b></p> <ul style="list-style-type: none"> <li>▪ recall addition and related subtraction number facts</li> <li>▪ use number facts to add and subtract larger numbers</li> <li>▪ use 'part-part-whole' thinking to interpret and solve addition and subtraction word problems</li> <li>▪ add and subtract using a written place-value strategy</li> <li>▪ recall multiplication and related division facts.</li> </ul> <p><b>Money and financial mathematics</b></p> <ul style="list-style-type: none"> <li>▪ represent money values in multiple ways</li> <li>▪ count the change required for simple transactions to the nearest five cents.</li> </ul> <p><b>Location and transformation</b></p> <ul style="list-style-type: none"> <li>▪ represent symmetry, interpret simple maps and plans.</li> </ul> <p><b>Chance</b></p> <ul style="list-style-type: none"> <li>▪ explore the language of chance, make predictions based on data displays.</li> </ul> <p><b>Data representation and interpretation</b></p> <ul style="list-style-type: none"> <li>▪ identify questions of interest based on one categorical variable</li> <li>▪ gather data relevant to a question</li> <li>▪ organise and represent data</li> <li>▪ interpret data displays.</li> </ul> <p><b>Using units of measurement</b></p> <ul style="list-style-type: none"> <li>▪ measure, order and compare objects using familiar metric units of length, mass and capacity</li> <li>▪ tell time to the minute</li> <li>▪ investigate the relationship between units of time.</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>▪ make models of three-dimensional objects</li> <li>▪ sort and describe three-dimensional objects with curved surfaces.</li> </ul> <p><b>Geometric reasoning</b></p> <ul style="list-style-type: none"> <li>▪ identify angles as measures of turn</li> <li>▪ compare angle sizes in everyday situations</li> </ul>	Guided Inquiry –Time Counting Decimals assessment Analysing Data assessment Solving purchasing problems assessment
SCIENCE	<p><u>FAST FORCES</u>            In this unit students will use games to investigate and demonstrate how forces affect objects through contact and non-contact forces. They will use their knowledge of forces to make</p>	- Portfolio - Collection of work - Forces

	<p>predictions about games. Games will be completed safely in order to collect data so that findings can be communicated. Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions.</p>	
<b>HASS</b>	<p>In this unit, students:</p> <ul style="list-style-type: none"> <li>▪ explore the concept of 'place' with a focus on Africa and South America</li> <li>▪ describe the relative location of places at a national scale</li> <li>▪ identify how places are characterised by their environments</li> <li>▪ describe the characteristics of places, including the types of natural vegetation and native animals</li> <li>▪ examine the interconnections between people and environment and the importance of environments to animals and people</li> <li>▪ identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>▪ investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and</li> <li>▪ management of waste</li> <li>▪ recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments</li> <li>▪ • propose actions for caring for the environment and meeting the needs of people.</li> </ul>	<p>Collection of work</p> <p>Assessment Task: Using Places Sustainably</p>
PROGRAM ACHIEVE	<p><b><u>PERSISTENCE</u></b> Students are working towards the goals of:</p> <ul style="list-style-type: none"> <li>▪ Trying hard when encountering difficult material</li> <li>▪ Staying with difficult tasks until they are completed</li> </ul> <p><b><u>RESILIENCE</u></b> Students are working towards the goals of:</p> <ul style="list-style-type: none"> <li>▪ Remaining calm in confronting or challenging situations.</li> <li>▪ Calms down in a reasonable period of time when very upset</li> <li>▪ * Always bouncing back to work or play.</li> </ul>	- Monitoring & Observation