



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



Learning Area	CONTENT	ASSESSMENT
ENGLISH	<p><b>UNIT 4 – RESPONDING TO TEXT</b></p> <p>Students will have multiple opportunities to read, examine and respond to literature and explore text structure and organisation. Students will create a short imaginative multimodal text that includes illustrations. They will engage in multiple opportunities to learn about language, literature and literacy within the five contexts of learning — <i>Focused teaching and learning, play, real-life situations, investigations and routines and transitions.</i></p>	<p>Responding to and creating an imaginative story – Assessment</p> <p>Reading and Comprehending - Assessment</p> <p>Early Start Assessment</p>
MATHS	<p><b>NUMBER AND ALGEBRA</b></p> <ul style="list-style-type: none"> <li>• Count by naming numbers in sequences, initially to and from 20, moving from any starting point</li> <li>• Subitise small collections of objects</li> <li>• Compare, order and make correspondences between collections, initially to 20, and explain reasoning</li> <li>• Represent practical situations to model addition and sharing</li> </ul> <p><b>USING UNITS OF MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>• Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language</li> <li>• Compare and order duration of events using everyday language of time</li> <li>• Connect days of the week to familiar events and actions</li> <li>• Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment</li> <li>• Describe position and movement</li> </ul> <p><b>STATISTICS AND PROBABILITY</b></p> <ul style="list-style-type: none"> <li>• Answer yes/no questions to collect information and make simple inferences</li> </ul>	<p>Identifying Numerals - Assessment</p>
SCIENCE	<p><b>MOVE IT, MOVE IT</b></p> <p>In this unit students engage in activities from the five contexts of learning: play, real-life situations, investigations, routines and transitions, and focused learning and teaching. Students will use their senses to observe and explore the properties and movement of objects. They will recognise that science involves exploring and observing using the senses. Students will engage in hands-on investigations and respond to questions about the factors that influence movement. They will share and reflect on observations and ideas and represent what they observe. Students will have the opportunity to apply and explain knowledge of movement in a familiar situation.</p>	<p>Investigating Movement – Assessment</p>
HASS	<p><b>MY SPECIAL PLACES</b></p> <p>In this unit, students will describe locations of important places using geographical terms, such as near and far. Students will learn what makes a ‘place’ special. They will then explore special places and the reasons they are special to people. Students have the opportunity to listen to stories and understand the meaning of places.</p>	<p>My Special Places – Assessment</p>
PROGRAM ACHIEVE	<p><b>PERSISTENCE</b></p> <p>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>RESILIENCE</b></p> <p>Students are working towards the goals of:</p> <ul style="list-style-type: none"> <li>* Remaining calm in confronting or challenging situations</li> <li>* Calming down in a reasonable period of time when very upset</li> <li>* Always bouncing back to work or play</li> </ul>	<p>Monitoring &amp; Observation</p>