

**SPRINGFIELD CENTRAL STATE SCHOOL****YEAR 4****2026****TERM 1 OVERVIEW**

LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	EXPLORING IMAGINATIVE TEXTS Students engage with a variety of imaginative texts that include literary devices and deliberate word play to shape meaning. They read, view and comprehend a range of imaginative texts which support and extend students as independent readers, including picture books, short novels, rhyming verse, poetry and dramatic performances. Through texts, students identify characteristic features of imaginative texts and describe how characters, events and topics are developed using language for expressing and developing ideas. Students engage in shared and independent writing and learning experiences in response to imaginative texts. They develop speaking and listening behaviours when interacting with others, contributing to discussions, and presenting information in response to texts with peers.	Assessment Technique – Performance/presentation Exploring imaginative texts
MATHS	NUMBER <ul style="list-style-type: none">build understanding of number facts, fractions and decimals to deepen an appreciation of how numbers work together SPACE <ul style="list-style-type: none">using materials and digital tools to recognise line and rotational symmetry and create symmetrical patterns and picturescreate and interpret grid reference systems and directions on a map to locate and describe positions and pathways of locations of interest STATISTICS <ul style="list-style-type: none">develop and use surveys and digital tools to generate data and conduct a statistical investigation.	Assessment Technique – Short answer response Identifying symmetry and using grid references Assessment Technique – Short answer response Using surveys to conduct statistical investigations
SCIENCE	BIOLOGICAL SCIENCES Students investigate different habitats, including their local habitat, to identify the roles of organisms and their feeding relationships. They categorise organisms as producers, consumers or decomposers and explain their importance within habitats. Students construct food chains to represent the feeding relationships of producers and consumers using drawings, labels, images, arrows, models or digital tools. They compare food chains to identify simple patterns and relationships in habitats, including the importance of producers. Students learn that models can be used to predict the effect of missing or malfunctioning components. They use graphs to explore the effects of changing numbers of producers or consumers in a habitat and to predict changes in the food chain as a result of introduced predators. They use scientific vocabulary to share ideas and findings about roles and feeding relationships, and communicate to the local community about the effects of introduced organisms on food chains.	Assessment Technique – Short Response Identifying roles of organisms and constructing food chains
HASS	AUSTRALIA, BEFORE, AFTER AND DURING EUROPEAN SETTLEMENT In this unit, students will: <ul style="list-style-type: none">explore the diversity of different groups within their local community.consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.examine the purpose of laws and distinguish between rules and laws make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British.investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people.analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment.	Assessment Technique - Investigation Students conduct an inquiry to answer the following question: What were the short- and long-term effects of European settlement?
PROGRAM ACHIEVE	Students will engage in a series of lessons to build social-emotional skills through the use of the five keys: Getting Along, Confidence, Organisation, Resilience and Persistence. In order to become confident, resilient and adaptable learners, they will discuss the use of self-discipline, working independently, showing initiative and setting goals. Students will develop an appreciation of diverse perspectives when building relationships. They will engage in activities to foster their ability to communicate effectively, negotiate and resolve conflict.	Monitoring Observation