



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 4

2026

TERM 2 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
<p style="text-align: center;">ENGLISH</p>	<p>EXPLORING IMAGINATIVE TEXTS Students engage with a variety of texts, including informative texts, with content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas. Students read, view and comprehend texts, integrating phonic, semantic and grammatical knowledge to read accurately and fluently, and strategies to build literal and inferred meaning, expand topic knowledge and evaluate texts. Students compare texts from different times with similar purposes and explore how authors use informative text structures and language features such as headings, italics and bold text to support readers or viewers to navigate the text. They identify visual features such as images and layout to complement, add to or shape understanding of a topic. Students engage in learning experiences, including shared and independent writing, to create reports about topics that are organised into paragraphs with relevant linked ideas, and use language to express and develop ideas.</p>	<p>Assessment Technique – Short response Reading, viewing and comprehending informative texts</p> <p>Assessment Technique – Extended response Writing and creating informative texts</p>
<p style="text-align: center;">MATHS</p>	<p>NUMBER</p> <ul style="list-style-type: none"> • build understanding of odd and even numbers, number facts, addition and subtraction, fractions such as equivalent fractions and decimals to deepen an appreciation of how numbers work together • use a range of physical or virtual materials to develop mathematical thinking, such as materials to show the multiplicative relationship between place values • use strategies for multiplication and division based on the inverse relationship between them • choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context <p>MEASUREMENT</p> <ul style="list-style-type: none"> • solve everyday problems involving duration of time including converting units of time using relationships between units. 	<p>Assessment Technique – Project Proficiency with addition and multiplication facts, properties of odd and even numbers, rounding, estimation and mathematical modelling.</p> <p>Assessment Technique – Test/Examination Solving duration problems by converting units of time.</p>
<p style="text-align: center;">SCIENCE</p>	<p>BIOLOGICAL SCIENCES 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, including how Aboriginal peoples or Torres Strait Islander peoples use and combine materials for different purposes. Students continue to understand the importance of fair methods for drawing conclusions as they use investigation scaffolds, tables, graphic organisers and/or digital tools to plan and conduct safe investigations of material properties. They begin to appreciate the value of making accurate formal measurements, using digital tools as appropriate, and comparing their findings with those of 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 use and disposal of plastics.</p>	<p>Assessment Technique – Written and Practical Investigating materials and their properties.</p>
<p style="text-align: center;">HASS</p>	<p>AUSTRALIA, BEFORE, AFTER AND DURING EUROPEAN SETTLEMENT In this unit, students will:</p> <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. 	<p>Assessment Technique - Investigation Students conduct an inquiry to answer the following question: What were the short- and long-term effects of European settlement?</p>
<p style="text-align: center;">PROGRAM ACHIEVE</p>	<p>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.</p>	<p>Monitoring Observation</p>