



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 4

2025

TERM 4 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	COMPLETING A NOVEL STUDY Through a novel study, students identify characteristic stages of narrative texts, for example, orientation, complication and resolution. They describe how authors use language to develop character, setting and plot tensions, and literary devices to shape meaning. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a short novel which describes sequences of events that develop over chapters, and unusual happenings within a framework of familiar experience. The novel supports and extends students as independent readers as they integrate phonic, semantic and grammatical knowledge to read accurately and fluently. Students engage in shared and independent writing and/or learning experiences to create written responses about what they have read, using paragraphs to organise and link ideas, and language features including complex sentences, topic-specific vocabulary and literary devices. When creating written texts, students use phonic, morphemic and grammatical knowledge to correctly spell multisyllabic and multimorphemic words.	Assessment Technique – Short Response Read, view and comprehend an adventure text. Assessment Technique – Extended Response Create a written adventure narrative text.
MATHS	Number: - build fluency with addition and multiplication facts to add and subtract, multiply and divide numbers efficiently. - use algorithms to generate sets of numbers, recognising and describing any patterns that emerge. develop and use strategies for multiplicative thinking such as creating an algorithm that will generate number sequences involving multiples. Probability: - draw on reasoning skills to analyse, categorise and order chance events and identify independent and dependent events when conducting a chance experiment. - investigate variability by conducting repeated chance experiments, observing and communicating results.	Assessment Technique – Test/Examination Order and describe the likelihood of events, identify independent and dependent events, and conduct repeated chance experiments to observe and explain variations in results. Assessment Technique – Test/Examination Written Find unknown values in addition and subtraction equations and create and follow algorithms to generate number patterns and identify emerging rules.
SCIENCE	Students continue to build their understanding of planning and conducting safe and fair tests as they investigate the effects of frictional, gravitational and magnetic forces on motion and ways in which one object can exert forces on another. They explore interactions between force and motion in design solutions that make use of frictional, gravitational or magnetic forces, such as medical applications, security, transport, magnetic launch or braking systems, and game or toy designs, including those of Aboriginal peoples and Torres Strait Islander peoples. Students make formal measurements using familiar scaled instruments and digital tools, organise force data in tables and graphs and learn how to represent force direction and magnitude using force arrows. Students continue to assess fairness of investigations by comparing their findings with those of their peers and begin to draw conclusions that reflect collected data and information about forces acting on objects.	Assessment Technique – Investigation Identify forces acting on objects and describe their effect.
HASS	USING PLACES SUSTAINABLY In this unit, students will: - explore the concept of 'place' with a focus on Africa and South America - describe the relative location of places at a national scale - identify how places are characterised by their environments - describe the characteristics of places, including the types of natural vegetation and native animals - examine the interconnections between people and environment and the importance of environments to animals and people - identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places - 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 - management of waste - recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regard to places and environments - propose actions for caring for the environment and meeting the needs of people.	Assessment Technique - Investigation Students conduct an inquiry to answer the following question: How can people use environments more sustainably?
PROGRAM ACHIEVE	Students engaged in a series of lessons to build social-emotional skills through the use of the five keys: Getting Along, Confidence, Organisation, Resilience and Persistence. They will focus on their own wellbeing and learn how to describe different feelings within themselves and others. Students will explore how to recognise the physical symptoms of when they feel angry, sad or worried and develop strategies for managing these emotions.	Monitoring Observation