



**SPRINGFIELD CENTRAL STATE SCHOOL**  
**PREP**  
**2024**  
**TERM 4 OVERVIEW**



Learning Area	CONTENT	ASSESSMENT
<b>ENGLISH</b>	<p><b>RESPONDING TO TEXT</b></p> <p>Students will engage with a variety of oral texts, picture books, films, stories, non-fiction, multimodal texts and dramatic performances including the literature of Australian and world authors. These texts will reflect and expand on their world.</p> <p>Students will make connections to personal experiences and respond to a topic or event to express feelings and thoughts through role play and multimodal texts.</p>	<p><b>Assessment Technique – Observed demonstration – Spoken – Reading, Viewing and Comprehending a story</b></p> <p><b>Assessment Technique – Short response – Written – Sharing thoughts and feelings</b></p>
<b>MATHS</b>	<p><b>NUMBER AND PLACE VALUE</b></p> <ul style="list-style-type: none"> <li>• count to and from 20</li> <li>• connect number names, numerals and quantities</li> <li>• subitise small collections of objects</li> <li>• compare and order numbers to 20</li> <li>• 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</li> <li>• explain reasoning in everyday language</li> <li>• connect days of the week to familiar events and actions</li> <li>• compare and order duration of events</li> <li>• sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment</li> <li>• describe position and movement</li> <li>• interpret everyday language to describe location</li> </ul> <p><b>DATA REPRESENTATION AND INTERPRETATION</b></p> <ul style="list-style-type: none"> <li>• generate yes/no questions</li> <li>• collect information</li> <li>• interpret data collected</li> </ul>	<p><b>Assessment Technique – Test/Examination – Short Answer Questions - Identifying Numerals</b></p> <p><b>Assessment Technique – Test/Examination – Short Answer Questions – Locations and Transformation</b></p>
<b>SCIENCE</b>	<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><b>Assessment Technique – Test/Examination – Interview - Investigating Movement</b></p>
<b>HASS</b>	<p><b>MY SPECIAL PLACES</b></p> <p>In this unit, students will explore the following inquiry question: <i>What are places like and what makes them special?</i></p> <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> <li>• draw on studies at the personal scale, including places where they live or other places that are familiar to them</li> <li>• understand that a place has features and a boundary that can be represented on maps or globes</li> <li>• recognise that what makes a place special is dependent on how people view the place or use the place</li> <li>• observe and represent the location and features of places using pictorial maps and models</li> <li>• examine sources to identify ways that people care for special places</li> <li>• describe special places and the reasons they are special to people</li> <li>• reflect on learning to suggest ways they could contribute to the caring of a special place.</li> </ul>	<p><b>Assessment Technique – Investigation - My Special Places</b></p>
<b>PROGRAM ACHIEVE</b>	<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. They will be provided with opportunities to practise ways to be confident, persistent and resilient through self-talk, thinking and role play. Students will discuss how positive self-talk can be used to look and sound confident in different situations, and how the way we think can assist us to persist when faced with a difficult task. They will identify ways to be calm when feeling sad, worried or angry.</p>	<p><b>Monitoring</b></p> <p><b>Observation</b></p>