



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 4

2025

TERM 3 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	<p>BUILDING AN ARGUMENT</p> <p>Students engage with a variety of texts that provide a stimulus for building an argument, such as picture books, short novels, films and non-fiction texts, and persuasive texts, as models for creating their own work.</p> <p>Students read, view and comprehend texts that extend them as independent readers. They explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. Students identify the subjective language of opinion and feeling, and the objective language of factual reporting.</p> <p>Students engage in shared and independent writing and/or learning experiences to explore persuasive features of an argument and create texts to present arguments to an audience using features of voice.</p>	<p>Assessment Technique – Presentation</p> <p>Students will create a spoken argument to share and extend ideas, opinions and information about a topic.</p>
MATHS	<p>NUMBER</p> <ul style="list-style-type: none">draw on proficiency with number facts, fractions and decimals such as two-tenths to deepen an appreciation of how numbers work togetherchoose and use efficient strategies when modelling practical problems, communicating solutions within the context (for example: with a focus on decimals and everyday situations) <p>SPACE</p> <ul style="list-style-type: none">recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical and virtual materials* <p>MEASUREMENT</p> <ul style="list-style-type: none">measure and estimate common attributes of objects using conventional instruments such as tape measures, measuring jugs and appropriate metric unitsbecome aware of the importance of context and purpose when making judgements (for example: reflect on the reasonableness of measurements, the results of calculations and how they choose to represent the mathematics).	<p>Assessment Technique – Short response/project</p> <p>Represent fractions, recognise equivalent fractions and make connections between decimals and fractions. Multiply natural numbers by multiples of 10. Use mathematical modelling to formulate and solve a practical problem.</p> <p>Assessment Technique – Test/examination</p> <p>Use scaled instruments and appropriate units to measure length, mass, capacity and temperature.</p> <p>Measure and approximate perimeters and areas and compare angles relative to right angles.</p>
SCIENCE	<p>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.</p> <p>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.</p> <p>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- Experimental investigation</p> <p>Students consider how scientific understanding of material properties, functionality and sustainability can be used to address needs and solve problems.</p>
HASS	<p>USING PLACES SUSTAINABLY</p> <p>In this unit, students will:</p> <ul style="list-style-type: none">explore the concept of 'place' with a focus on Africa and South Americadescribe the relative location of places at a national scaleidentify how places are characterised by their environmentsdescribe the characteristics of places, including the types of natural vegetation and native animalsexamine the interconnections between people and environment and the importance of environments to animals and peopleidentify the purpose of structures in the local community, such as local government, and the services these structures provide for people and placesinvestigate 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 andmanagement of wasterecognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regard to places and environmentspropose actions for caring for the environment and meeting the needs of people.	<p>Assessment Technique - Investigation</p> <p>Students conduct an inquiry to answer the following question: How can people use environments more sustainably?</p>
PROGRAM ACHIEVE	<p>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.</p>	<p>Monitoring</p> <p>Observation</p>