



SPRINGFIELD CENTRAL STATE SCHOOL
YEAR 4
2026
TERM 3 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	BUILDING AN ARGUMENT 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. 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. 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.	Assessment Technique – Performance/Presentation Create a spoken argument to share and extend ideas, opinions and information about a topic.
MATHS	NUMBER: - draw on proficiency with number facts, fractions and decimals such as two-tenths to deepen an appreciation of how numbers work together - choose and use efficient strategies when modelling practical problems, communicating solutions within the context (for example: with a focus on decimals and everyday situations) - become 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). SPACE: - recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical and virtual materials MEASUREMENT: - measure and estimate common attributes of objects using conventional instruments such as tape measures, measuring jugs and appropriate metric units	Assessment Technique – Project Representing tenths and hundredths as decimals, counting and representing fractions and using mathematical modelling to solve a problem. Assessment Technique – Test/Examination Measuring length, mass, capacity, temperature, perimeter and area; and comparing angles
SCIENCE	EARTH AND SPACE SCIENCES Students observe how local water sources change over time, such as in evaporating puddles, faster flowing creeks after rainfall or rising and falling dam or tank water levels. They learn how scientists use rainfall and water usage data to explain changes in water flow and availability over time. Students develop understanding of water cycle processes through everyday examples, experiments, constructing maps of local water sources and rainfall graphs, and engaging with models, games and/or digital simulations of interactions between system components. They learn scientific ways of describing patterns and relationships, including how water cycles through the environment, for identified audiences and purposes and using appropriate scientific vocabulary and digital tools. Students consider the importance of saving and recycling water and share ideas about how individuals and communities can take action to reduce water consumption and waste.	Assessment Technique – Investigation Construct representations of the water cycle and describe the movement of water through the environment, investigate how data is used to make decisions about the use of water, and share findings using scientific vocabulary.
HASS	USING PLACES SUSTAINABLY Inquiry question: How can people use environments more sustainably? In this unit, students: - 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 regards to places and environments - propose actions for caring for the environment and meeting the needs of people.	Assessment Technique - Investigation Inquiry question – How can people use environments more sustainably?
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