Year 4 Term 3 2025 Curriculum Snapshot

YEAR 4 EVENTS TERM 3 ***(Please always check class notices as well)***

Monday 4 August – Parade to celebrate National Aboriginal and Torres Strait Islander Children's day
Wednesday 13 August – EKKA holiday
Thursday 28 August- Book Week Dress Up Parade
Camp @ Numinbah Valley Environmental Education Centre **Dates : 10,11,12 Sept**
Friday 5 September -Student Free Day – no school on this day.

Science

Here Today, Gone Tomorrow

In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity.

They will demonstrate their understanding by:

- Describing situations where science understanding can influence their own and others' actions.
- identifying questions and making predictions based on prior knowledge.
- Safely using equipment, making and recording observations and making suggestions and explanations for their observations.

The Arts - DANCE

Year 4 Students will perform a dance for family and friends. They will explore different dance moves and elements to perform this dance.

Visual Arts

Patterns in the playground T3 & 4

In this unit, students will explore the pattern, texture and shape of their local environment. They will make, display and discuss their own and others' artworks. **To demonstrate their knowledge student will** design a a group mural using different types of patterns and colour.

English

Argument for a Sustainable Action

Students will recognise and analyse persuasive techniques including language features and devices and their impact on the target audience. Students will explore persuasive language, sujective and objective language, modality verbs, visual to persuade an audience.

Listening and speaking
Students will demonstrate active listening skills such as asking questions to elicit extra information. They will rephrase, acknowledge and extend others' contributions to check own comprehension. Students will use features of voices such as pace, volume and changing tone when presenting their argument.

Reading and viewing
Students will continue to read and comprehend texts and research their topic to inform their argument.

Writing
Students will continue developing complex sentences with text connectives to create links between sentences. They will use topic specific and descriptive vocabulary.

They will demonstrate their understanding by presenting an argument for an action that can be taken to enhance the sustainable use and management of renewable or non-renewable resources in their school (for example: reducing waste, worm farm, compost, recycling).

Digital Technology

What's your waste footprint? T3 & 4

Students will explore and manipulate different types of data and transform data into information. **Assessment:** Students will transform data into information and create a digital solution that addresses how to minimise rubbish in around the school. **Students will demonstrate their knowledge** by creating a digital solution that presents data as meaningful information to address a school issue. They will use an excel spread sheet.

Mathematics

Students will know, understand & demonstrate concepts and skills in the following areas:

Number, Place Value & algebra

- Apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division.
- Apply mental and written computation strategies.
- Recall multiplication and division facts and apply place value to partition and regroup numbers to assist with problem solving & calculations. Choose and use efficient strategies when modelling practical problems, communicating solutions within the context with a focus on decimals and everyday situations.
- Reflect on the reasonableness of measurements, the results of calculations and how they choose to represent the mathematics).

Fractions and Decimals

- Counting and identifying equivalent fractions, locating fractions on a No. line.
- Reading and writing decimals, identifying fractions and corresponding decimals, and comparing and ordering decimals (to hundredths). Deepen an appreciation of how fractions and decimals work together.

Shape

- Recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical and virtual materials.

Measurement /Time

- Measure and estimate common attributes of objects using conventional instruments such as tape measures, measuring jugs and appropriate metric units.
- Students measure and approximate perimeters and areas.

They will demonstrate their knowledge through:

- A test to show appropriate metric units and demonstrate how to measure items using scaled instruments. Solve perimeters and area problems.
- Inquiry problem to demonstrate different calculations to solve a real-life problem using and division.

History and Social Studies (HASS)

Using places Sustainably – exploring countries of the world

- Students will explore examine the interconnections between people and environment and the importance of environments to animals and people.
- Define features and characteristics of place and compare geographical features of two countries.
- Students will recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments and propose actions for caring for the environment and meeting the needs of people.
- Interpret different kinds of information from a variety of maps. Identify and label geographical features of a country using cartographic conventions.

They will demonstrate their understanding by:

- Describing and comparing the diverse characteristics of Africa and South America.
- Interpreting data, maps, graphs and information to identify and describe distributions and simple patterns and draw conclusions.

Physical Education – movement

Unit 3: Bat, Catch, Howzat!

Students apply strategies for working cooperatively and apply rules fairly. They will refine striking/fielding skills and concepts in active play and games. **They demonstrate their skills through** playing games and following the given rules.

Health – Health Channels

In this unit, students will examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions and look at smoking as a case study of how health messages change over time. **They demonstrate their skills by** interpreting health messages in product advertisements and apply decision-making skills to different health scenarios.

Japanese – Mini Chef

Students create a short presentation to explain how to make a craft obento box.
Students will demonstrate their understanding by presenting their explanation.