



# Hatton Vale State School

## Term One Parent Overview

### Grade Four

Subject	Brief Overview of Unit	Assessment Task	Assessment Date
English	Students will create written and multimodal texts for different audiences and purposes, using ideas from topics they've learned or are interested in. They will organise their writing into paragraphs and use complex sentences, specific vocabulary, and creative language to enhance their work.	Students will write a historical narrative from the perspective of a person who was on the First Fleet.	Weeks 8 and 9
Maths	Students will solve practical problems using mathematical modelling and find unknown values in addition and subtraction equations. They will use knowledge and skills to explain and use the properties of odd and even numbers. Students will identify angles using angle names and compare angles relative to a right angle (estimate).	Addition and Subtraction with missing values Assessment Odd and Even Assessment Identifying Angles Monitoring Strategy Ongoing teaching of multiplication and division number facts	Week 5- Number & Algebra Week 8-9- Number Week 8-10 Week 9-10- Measurement Week
Science	Students will explore the life cycles of plants and animals, focusing on key stages and interrelationships within ecosystems. They will examine how human and natural changes affect habitats, life cycles, and species survival. Students will also learn to ask investigative questions, make predictions, and conduct safe, accurate experiments. They will organize data using tables and graphs, analyse their observations, and compare results with predictions.	To understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings.	Weeks 7-9
HASS	Students will explore the concept of "place" with a focus on Africa and South America, describing their relative locations and how environments shape them. They will study the natural vegetation and native animals of these places, and examine the connections between people and their environments. Students will also explore the roles of local structures, such as government, and the services they provide. They will investigate how people use and are influenced by environments, considering sustainability and resource management. Additionally, students will recognize the knowledge and practices of Aboriginal and Torres Strait Islander peoples regarding places and propose actions for environmental care and meeting human needs.	Students will compare locations, collect and represent data, analyse and interpret data and propose a solution about their inquiry on How can people use environments more sustainably?	Assessed in Term Two.
Technologies	Students will: <ul style="list-style-type: none"><li>○ process and represent data for different purposes</li><li>○ securely access and use digital systems and their peripherals for a range of purposes, including transmitting data</li><li>○ use the core features of common digital tools to plan, create and locate content, following agreed behaviours</li></ul>	Students will be creating "Data Books" using Book Creator, where they respond to questions, collect and represent data in different ways.	Week 9
Music	Students will: <ul style="list-style-type: none"><li>○ Develop listening skills and skills for manipulating elements of music when singing and playing instruments.</li><li>○ Students will be exploring where, why and how music is composed and/or performed across cultures, times, places, and/or other contexts. They will explore how First Nations Australians use music to communicate their connection and responsibility to Country/Place. They will manipulate elements of music to communicate ideas, perspectives and/or meaning when composing and practising for performance, and they will sing/play music they have learnt in informal settings.</li></ul>	Summative Assessment on aural skills	Week 9
Physical Education	Students will: <ul style="list-style-type: none"><li>○ Apply and adapt movement strategies using a skipping rope to skip forward, backward, jog, criss cross and 180° turn with side swing</li><li>○ Demonstrate fair play and inclusion through sequenced partner skipping and whole class sequence skipping</li><li>○ Explain how participating in skipping keeps you healthy and physically active</li></ul>	Physical and Short Response component	Week 9