



Hatton Vale State School

Term Three Parent Overview

Grade Four

Subject	Brief Overview of Unit	Assessment Task	Assessment Date
English	Students will identify that texts have different text structures depending on purpose and context. They will learn that images and vocabulary are used to engage the interest of audiences. Students will identify and interpret the persuasive language features and visual elements of a products packaging. They will create a structured text to explain ideas using language features to create coherence and add detail. Students will use accurate spelling and punctuation, and students will edit work to improve meaning. Students will use reading strategies to develop their accuracy, fluency and comprehension including: • recognising cause and effect • understanding sequence • interpreting figurative language • chunking letters and sounds together • cross checking • flipping the sounds • adjusting reading rates • voracious reading	Write a persuasive text to persuade an audience to buy their cereal box. Including making a visual of their cereal box.	Weeks 8 and 9
Maths	Students will recognise, write and draw fraction diagrams including placing fractions more than one whole on number lines. They will make connections between fraction and decimal notation and use this place value knowledge to represent decimals with values to tenths and hundredths. Students will use mapping and cartography skills to create and interpret grid references and give accurate directions using the cardinal directions. Finally, students will identify symmetry in shapes, replicate symmetrical patterns and create pictures using a variety of 2D shapes. There will be ongoing practice of multiplication and division facts.	Fractions Assessment Decimals Assessment Mapping Assessment Shape Monitoring Strategy	Week 5-10

Science	In Science, students explore how contact and non-contact forces affect movement by playing and investigating games. They make predictions, collect data safely, and use tables and graphs to find patterns. Students also learn how understanding forces helps explain the effects of actions in everyday life.	Students will investigate about how contact and non-contact forces are exerted on an object. They will then design and investigate their own forces game and identify when science is used to inform decisions.	Week 8-10
HASS	Students will explore the concept of 'place' with a focus on Africa and South America. They will learn about the location, environments, plants, and animals of different places, and how people interact with and depend on their environment. Students will also look at how communities are structured, the role of local government, and how different cultures—including Aboriginal and Torres Strait Islander peoples—care for the land. They will begin to understand sustainability and suggest ways to care for the environment and support community needs.	Students conduct an inquiry to answer the following question: How can people use environments more sustainably?	Week 7
The Arts: Drama	In Drama, students will: • Explore how drama can communicate themes, emotions, and perspectives in different cultural and social contexts • Experiment with dramatic action, empathy, and narrative structures to develop characters and situations • Use voice, movement, and space to sustain roles and relationships in performance • Work collaboratively to plan, rehearse, and perform short scenes based on chosen themes or stimuli • Reflect on their performances and evaluate how effectively they used drama elements to communicate meaning	Presentation	Ongoing throughout term
Design and Technologies	Students will explore how engineering principles can be used to design and build a Cereal Box. They will develop and communicate their ideas through drawings and models and follow safe work practices while making a cereal box. Students will plan and sequence steps using suitable tools and techniques, and evaluate their designs based on set success criteria.	Students will build a cereal box for a game's environment.	Week 10
Digital Technologies	Students will: • Create simple digital solutions and use provided design criteria to check if solutions meet user needs • Follow and describe simple algorithms involving branching and iteration and implement them as visual programs • Securely access and use digital systems and their peripherals for a range of purposes, including transmitting data	Portfolio of work	Semester Two

	Use the core features of common digital tools to plan, create, locate and share content, and to collaborate, following agreed behaviours		
Physical Education	Students will: - Apply fundamental movement skills and movement concepts in a variety of net and wall games, including Pickleball, Wall Ball and Newcombe Volleyball. - Demonstrate skills such as throwing, catching, serving, striking, moving into space and working with teammates during game play - Explore the benefits of being physically active and identify ways to include regular physical activity in their own lives and encourage others to be active. - Demonstrate fair play, teamwork, inclusion and respect while participating in a range of roles during games.	Demonstration	Semester Two