



# Aspley State School

## 2025 Term 3 Parent Term Overview: Year 4

Key Learning Areas	Overview of Learning	Assessment Items
English	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.	<b>Speaking And Listening</b> Create a spoken argument to share and extend ideas, opinions and information about a topic.
Mathematics	Students further develop proficiency and positive dispositions towards mathematics and its use as they: <ul style="list-style-type: none"> <li>draw on proficiency with number facts, fractions and decimals such as two-tenths to deepen an appreciation of how numbers work together</li> <li>choose and use efficient strategies when modelling practical problems, communicating solutions within the context</li> <li>recognise approximate shapes and objects in the environment and represent or recreate these shapes and objects using physical and virtual materials</li> <li>measure and estimate common attributes of objects using conventional instruments such as tape measures, measuring jugs and appropriate metric units</li> <li>become aware of the importance of context and purpose when making judgements</li> </ul>	<b>Number and mathematical modelling</b> Represent fractions, recognise equivalent fractions and make connections between decimals and fractions. To multiply natural numbers by multiples of 10. To use mathematical modelling to formulate and solve a practical problem. <b>Measurement</b> Use scaled instruments and appropriate units to measure length, mass, capacity and temperature. To measure and approximate perimeters and areas.
Science	Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. Students make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. Students represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations. Students complete simple reports to communicate their findings.	
Humanities and Social Sciences (HASS)	What were the short- and long-term effects of European settlement? Students will: <ul style="list-style-type: none"> <li>Draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of terra nullius</li> <li>Analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment</li> <li>Make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia</li> <li>Investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people</li> <li>Examine the purpose of laws and distinguish between rules and laws</li> <li>Explore the diversity of different groups in their local community</li> <li>Consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.</li> </ul>	
Health and Physical Education (HPE)	<b>Health:</b> Students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity. <b>Physical Education:</b> Students perform the refined fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenges.	
Languages: Japanese	Students explore the concept of eating practices. They also look at ways of communicating about cuisine and sharing meals.	
Technologies: Design Technologies	Students investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used. They explore the role of people in engineering technology occupations and how they address factors that meet client needs.	
The Arts: Music	Students make and respond to music through developing aural skills and the playing, performing and practising of instruments with a particular focus on recorder using elements of music including rhythm, pitch and dynamics in a range of pieces.	