



**KENMORE SOUTH  
STATE SCHOOL**  
**Year 4 Overview Term 3**

	Unit Overview	Assessment
ENGLISH	<p><b>Exploring recounts set in the past</b> Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. There are two assessment tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was present at the arrival of the First Fleet.</p>	<p><b>Comprehending historical recounts</b> <i>Exam/Test</i> Students read historical recounts, answer comprehension questions and identify language features used to engage the audience.</p> <p><b>Spoken recount</b> <i>Written/Oral</i> Students deliver a spoken recount in role as a character from a particular historical context.</p>
MATHS	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families., apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations.</li> <li>Fractions and decimals — partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals.</li> <li>Money and financial mathematics — represent, calculate and round amounts of money required for purchases and change.</li> <li>Patterns and algebra — use equivalent addition and subtraction number sentences to find unknown quantities.</li> <li>Using units of measurement — use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement.</li> <li>Shape — compare the areas of regular and irregular shapes using informal units of area measurement.</li> <li>Location and transformation — investigate different types of symmetry, analyse and create symmetrical designs.</li> </ul>	<p><b>Recalling and using multiplication and division facts</b> <i>Short answer questions</i> Students recall multiplication and division facts, identify unknown quantities and solve problems using appropriate strategies for multiplication and division</p> <p><b>Recalling multiplication and division facts, interpreting simple maps and classifying angles</b> <i>Short answer questions</i> Students recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle.</p> <p><b>Solving purchasing problems</b> <i>Short answer questions</i> Students solve simple purchasing problems including the calculation of change.</p>
SCIENCE	<p><b>Here today, gone tomorrow</b> Students 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 describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.</p>	<p><b>Investigating soil erosion</b> <i>Project</i> Students describe the natural processes and human activity that cause changes to the Earth's surface. They plan, conduct and report on an investigation of the erosion process. Students apply science understandings to formulate control strategies in real-life situations.</p>
HASS	<p><b>Sustainable use of place</b> Inquiry questions:  <ul style="list-style-type: none"> <li>How can people use environments more sustainably?</li> </ul>           In this unit, students will:           <ul style="list-style-type: none"> <li>explore the concept of 'place' with a focus on Africa and South America</li> <li>describe the relative location of places at a national scale</li> <li>identify how places are characterised by their environments</li> <li>describe the characteristics of places, including the types of natural vegetation and native animals</li> <li>examine the interconnections between people and environment and the importance of environments to animals and people</li> <li>identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>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</li> <li>recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments</li> <li>propose actions for caring for the environment and meeting the needs of people.</li> </ul> </p>	<p>To investigate the interconnections and diverse characteristics of the environment, interpret data to describe simple patterns and identify different views to respond to a challenge. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>pose questions to guide an investigation</li> <li>locate and collect information and data from different sources, including observations, to answer questions</li> <li>sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions</li> <li>describe and compare the diverse characteristics of different places at local and national scales</li> <li>identify interconnections between components of the environment and between people and the environment</li> <li>identify structures that support waste management in their local community</li> <li>identify different views on how to respond to an issue or challenge</li> <li>interpret data and information to identify and describe distributions and simple patterns and draw conclusions</li> <li>reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action</li> <li>present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.</li> </ul>
HPE	<p><b>Culture in Australia – Positive Interactions</b> In this unit , students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They refine striking and fielding skills and concepts in active play and games and apply skills, concepts and strategies to solve movement challenges in striking and fielding games.</p>	<p><b>Collection of work</b> Students identify influences on identity. They demonstrate communication skills and strategies for working cooperatively during games from the 'Be positive' collection, and observe varying emotional responses.</p>
MUSIC	<p>In this unit, students will learn the song, In Summer, from Frozen. A key component of the song is the swing rhythm, which the students will be able to identify in other music for their listening assessment task. As a performance component, students will learn the song and perform it in small groups. Students will also compose their own piece of music and play it on an instrument.</p>	<p>This assessment will gather evidence of students' ability to:</p> <ul style="list-style-type: none"> <li>Compose a piece of music using ostinato, melody and accompaniment, four to twelve bars in length.</li> <li>Perform a composition on a glockenspiel, keyboard or an instrument of their choice for the class.</li> </ul>