



# HILDER ROAD YEAR 4 Term 3 CURRICULUM OVERVIEW

EDUCATION IS LIFE

English	Mathematics	Science
<p>Learners engage with a variety of texts, including picture books, short novels, films, non-fiction, and persuasive texts, to build and present arguments. They explore text structure, cohesion, and the use of subjective and objective language. Learners create persuasive texts through shared and independent writing and present using features of voice</p> <p>For assessment, learners create a spoken argument to share and extend ideas, opinions and information about a topic.</p>	<p><b>Learners further develop mathematical proficiency and positive dispositions as they:</b></p> <ul style="list-style-type: none"> <li>• build on number facts, fractions, and decimals to understand number relationships</li> <li>• choose efficient strategies to model and solve real-world problems, especially involving decimals</li> <li>• identify, represent, and recreate shapes using physical and digital tools</li> <li>• measure and estimate using standard instruments and metric units</li> <li>• reflect on context and purpose to judge the reasonableness of solutions and representations</li> </ul>	<p><b>Material Use</b></p> <p>Learners explore how the physical properties of materials affect their use and how science helps make predictions and understand the impact of actions. They safely conduct investigations, make and record observations, identify patterns, compare results with predictions, reflect on fairness, and communicate their findings in simple reports.</p> <p><b>Chinese (Specialist teacher)</b></p> <p>The Year 4 Chinese curriculum is designed to build foundational language skills while immersing learners in cultural experiences, sparking curiosity, and developing intercultural understanding.</p>
Humanities and Social Sciences (HASS)	The Arts	Health and Physical Education (Specialist Teacher)
<p>Learners explore the concept of place, focusing on Africa and South America, and describe their relative locations and environmental characteristics. They examine how people and environments are connected, the importance of natural features, and the role of local government services. Learners investigate how people use environments, different perspectives on sustainability, and Aboriginal and Torres Strait Islander knowledge. They propose actions to care for the environment and meet people's needs.</p>	<p><b>Media Arts</b></p> <p>Learners explore magazine cover design by representing people in their community and comparing print and digital formats. They use layout and media tools to create covers for a target audience and discuss purpose, audience, and design, including Indigenous media artworks.</p> <p><b>Music (Specialist teacher)</b></p> <p>Learners will explore musical concepts through hands-on experiences with chime bars and boomwhackers. They will experiment with pitch, rhythm, and melody, developing their aural skills and understanding of musical patterns.</p> <p><b>Dance (Specialist teacher)</b></p> <p>Learners make and respond to dance by exploring how dance is used to represent stories.</p>	<p><b>Health</b></p> <p>Learners 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. They look at smoking as a case study of how health messages change over time. Learners apply decision-making skills to different health scenarios.</p> <p><b>Physical Education</b></p> <p>Learners perform the refined fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenges.</p>
Technology – Design	Special Events	
<p>Learners explore how forces and material properties affect product function by designing and making a pinball machine and games environment. They investigate engineering roles and how designs meet client needs. Learners generate, refine, and produce design ideas, evaluate processes, and collaborate to manage and sequence project steps. Learners create a pinball machine.</p>	<p>School Assembly every Tuesday 2.20pm            NAIDOC Week 14<sup>th</sup> – 18<sup>th</sup> July            Student Council Fundraising – FREE DRESS – Pyjama Day – Friday 1<sup>st</sup> August            Book Fair 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> of August            Rising Stars Beenleigh Eisteddfod Friday 8<sup>th</sup> August            Science Week 11<sup>th</sup>, 12<sup>th</sup> August            Book Week Parade Friday 15<sup>th</sup> August</p>	
		<p>School Musical – Superstan 23<sup>rd</sup>, 24<sup>th</sup> August            Trivia Night – Friday 29<sup>th</sup> August            P&amp;C Fathers' Day Stall 3<sup>rd</sup>, 4<sup>th</sup> September            Student Free Day (no school) Friday 5<sup>th</sup> September            Parent Teacher Interviews 3.15pm-7.45pm - Monday 8<sup>th</sup> and Monday 15<sup>th</sup> of September            CAMP – 10<sup>th</sup> – 12<sup>th</sup> of September            Last day of Term: Friday 19<sup>th</sup> of September</p> 