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| **2025 Term 2 Overview Year 3/4P**  Palm Beach State School |

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| Learning Area | Overview of content | | Summative task summary |
| English | | In this integrated English and HASS unit, Year 3/4 students will explore the lives and contributions of influential Australian political figures and people of interest through reading, viewing, writing and presenting. Students will read a variety of biographies and information texts, learning to identify their structure, purpose, and audience. They will learn the purpose of using topic-specific vocabulary and language features. | Speaking and Listening: Students will take part in a Q&A-style interview, presenting a selected figure and responding to questions posed by peers.  Reading and Viewing: As part of their assessment, students will complete a reading comprehension task based on a short biography, identifying structure, language features and key ideas.  Writing: Students will plan and write a biography using a clear structure, organising ideas and maintaining clarity through paragraphing. They will include topic specific vocabulary and compound sentences to add detail. Students will edit for punctuation, grammar and spelling and will publish written work using legible handwriting. |
| Mathematics | | **Number Sense and Algebra**  Students will develop and extend their number sense by modelling and solving problems involving two- and three-digit (year 4, including 4-digit number) numbers in familiar, everyday contexts. Students will build on their understanding of single-digit addition and subtraction facts, applying this knowledge to more complex calculations using a variety of efficient additive strategies. Year 4 students will extend these strategies to include multiplication, division, and the use of estimation and inverse operations to solve and check solutions.  Students will apply place value understanding to partition numbers, solve missing value equations using relational thinking, and select appropriate mental and written strategies to explain their reasoning. They will use models such as number lines, part-part-whole diagrams, and bar models to represent problems and justify their thinking.  **Measurement and Space**   * estimate measures of duration using formal units of time in simple familiar situations * compare measures of duration using formal units of time in simple familiar situations * (Year 4) convert between units of time * Reading time to the nearest minute   **Statistics and Probability**   * identify outcomes and the likelihood of everyday events in simple familiar situations * describe outcomes and the likelihood of everyday events in simple familiar situations * (Year 4) order events or the outcome of chance experiments * use practical activities, observation or experiment in simple familiar situations * explain reasoning from practical activities, observations or experiments in simple familiar situations * (Year 3) discuss and (Year 4) describe variation in results from repeated chance experiments in simple familiar situations * conduct repeated chance experiments | As part of their inquiry learning, students will also participate in a probability experiment, investigating how different conditions affect the likelihood of jumping more than one metre. Through repeated trials and observation, students will identify and describe outcomes, analyse the variation in results, and explain their reasoning using mathematical language. This task supports students in applying their number and data skills in a practical context while making predictions, evaluating results, and discussing chance events.  Number and Algebra is a written assessment- Q and A.  Time- assessed Term Three |
| Science | | **Year Three:** In this unit students will understand how a change of state between solid and liquid can be caused by adding or removing heat. They will explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students will identify how science is involved in making decisions and how it helps people to understand the effect of their actions.  **Year Four:** Weathering and Erosion  In this unit students will 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. | Year Three: Students will conduct an experiment to investigate how butter and ice change state when heat is added. They will predict the outcome of the experiment, collect and record observable features at time intervals and explain their understanding using scientific terminology and diagrams. Students will describe how safety and fairness are considered.  Year Four: Investigation  Students will engage in an investigation to determine how humans and environmental factors impact the land around us. Students will identify the changes that have occurred from weathering and erosion based on observations and images. |
| Humanities and Social Sciences | | History:  Civics and Citizenship: How do leaders influence rules and laws, and what impact do these changes have on communities?  In this unit, students will explore the role of leadership in shaping rules and laws within communities. They will investigate significant leaders who have influenced changes in Australia, and who have made impact on society. Students will develop an understanding of the differences between rules and laws, why laws exist, and how decisions are made democratically. Through inquiry-based learning, they will distinguish between facts and opinions, analyse multiple perspectives, and reflect on how laws shape identity and belonging. | The students will create a Leadership Profile, where they research a chosen leader, talk about their their contributions, and present their findings through a Q&A-style interview. |
| TechnologiesMrs Gray | | Students will explore how data is collected, organised and represented using text, numbers, images and symbols. They will develop skills using Microsoft Word, Excel and PowerPoint and work collaboratively through a secure collaborative webpage to share and manage their digital work. | Students will collect simple data, representing it in two ways (e.g., a graph and a table), explaining their choices in a ‘Digital Data Journal’ then upload their work for peer review and final submission. |
| Health and Physical Education  Miss Bembrick | | Health:  In this term students will make connections through their community and local resources that support physical activity. Students will use decision making skills to demonstrate strategies to help stay safe.  PE:  In this term students will refine of fundamental movement skills and apply movement concepts and strategies in a variety of physical activities. These skills involve catching, throwing, passing and finding space on the field for touch. Students will be learning fundamental skills for athletics these include, long jump, sprinting, throwing, high jump, discuss and shotput. | *Health*  *Task 1: Connections through their community and local resources that support physical activity.*  *Task 2: Decision making skills to demonstrate strategies to help stay safe.*  PE:  Touch  Athletics |
| The Arts – Visual Arts  Mr Cocks | | Students will continue to explore a range of artistic techniques and experiment with different mediums to create various forms of artwork. They will develop their creative expression and refine their skills through hands-on experiences. At the end of the unit, students will showcase their work in a gallery setting and engage in discussions about their own artwork and that of their peers. | Students will be assessed on their art portfolios, demonstrating their skills and use of various artistic techniques. They will create a final artwork that showcases their creativity and application of learned techniques. Assessment will also consider their engagement in class and ability to refine their artistic process. |
| The Arts - Music  Mrs Riordan | | This Term students will be playing ukulele focussing on correct holding, stumming, timing and chords. They will also learn about different instruments of the orchestra and their sound and role in playing music. | Ukulele fundamentals, correct strumming, plucking, chords, timing and simple songs. |
| Wellbeing | | Students will understand and demonstrate how to respond positively and be resilient in difficult situations. They will discuss how help seeking and reporting strategies support rights and promote the health, safety and wellbeing of themselves and/or peers. Students will understand the ethical implications for bystanders who become aware that support and/or help seeking are required. They will practise help-seeking and reporting strategies that promote the health, safety and wellbeing of self-and/or peers. | |
| General Information | | * Jellurgal Excursion – Thursday, 15th May * Excellence Assembly Thursdays Week 5, Weel 8 * Labour Day public holiday Monday, 5th May * World of Maths incursion Wednesday 11th June * School Photos: Week 7 * Report Cards emailed home Thursday Week 10 * Athletics Carnival (Y3-6) Monday 16tth & Tuesday 17th June   **Interschool Sport:** Friday Week 2 - 8 | Religion – Mondays  Library Day: Wednesday  Homework:  Reading each night  Practice timetables |