



# Richmond State School

*Deeds Not Words*

## Year 4, Term 3 2025 Curriculum Overview

<p><b>English</b></p> <p>Students will read, view and comprehend imaginative texts. They will create a written and multimodal imaginative text using <i>The Lorax</i> by Dr Seuss. Students will adapt ideas from this text and change one or more aspects of it to make it their own. They will learn about the difference between literal meaning and explain what inferred meaning is within a narrative. Students will write in paragraphs using language features such as nouns, verbs, adjectives and adverbs.</p> <p><b>Key Concepts &amp; Vocabulary:</b> adaptation, literal, inferred, complex sentences, conjunctions</p>	<p><b>Mathematics</b></p> <p>Students are learning to measure length, mass, capacity, temperature, perimeter and area using formal units of measurement. They will use scales, rulers, measuring tapes, thermometers and measuring jugs. Students will identify these measurements and explain the most efficient methods to measure objects. They will learn about fractions and decimals using diagrams and will represent these fractions on a number line. Students will use mathematical modelling to solve practical problems.</p> <p><b>Key Concepts &amp; Vocabulary:</b> centimetres, millilitres, grams, degrees Celsius, scales, thermometer, capacity, mass, temperature, length, area, perimeter, decimal, fraction</p>
<p><b>Science</b></p> <p>Students will investigate, research and compare native endangered plant and animal lifecycles. They will identify the key stages of development within the life cycle and explain how these stages lead to a species' ongoing survival. Students will research natural and man-made impacts that may affect the survival of a species, and scientific actions that can be taken to assist with a species' survival.</p> <p><b>Key Concepts &amp; Vocabulary:</b> life cycle, species, plant, animal, impact, survival, development action, endangered, compare</p>	<p><b>HASS (Humanities and Social Sciences)</b></p> <p>This semester students will develop an understanding of the diversity of places at a local scale, particularly within Queensland, and explore how people connect with and interact with those places. Through an inquiry approach, students investigate and compare the natural and human characteristics of two locations, analyse how climate and environment influence lifestyle, and represent findings using maps and visual data.</p> <p><b>Key Concepts &amp; Vocabulary:</b> community, climate, rainfall, city, country, similarities, differences</p>
<p><b>Digital Technologies</b></p> <p>Students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced).</p> <p><b>Key Concepts &amp; Vocabulary:</b> data, information, spreadsheet, Excel, manipulate, digital solution</p>	<p><b>Media Arts</b></p> <p>In this unit, students will learn how media, especially social media, can be used to persuade people. They will explore how images, sound, text, and story structure work together to influence opinions and behaviours. Students will then plan and create a short social media-style advertisement to raise awareness about an environmental or community issue that matters to them.</p> <p><b>Key Concepts &amp; Vocabulary:</b> persuasion, audience, representation, media elements, images, sound, text, story structure, language, message, text, editing, storyboard, camera angle, tone, slogan, call to action</p>



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### Health and Physical Education

In Health, students will be learning to investigate sustainable practices at their school and make suggestions about extending a practice outside the school setting. They will identify resources related to a sustainable practice in the school setting and describe how this practice supports student health, wellbeing, safety and physical activity. Students will also be describing multiple ways the sustainable practice can be done at home and draw conclusions about how the practice would improve the health of the community.

In PE students will be refining their fundamental movement skills of throwing (shoulder pass, chest pass & bounce pass) and catching to transfer them into a range of movement situations. They will develop an understanding of Netball game concepts and strategies to apply in attack and defence. Students will also develop their strategies for working cooperatively and apply rules of fair play.

**Key Concepts & Vocabulary:** sustainable practices, sustainability, environment, social, intellectual, emotional, investigate, suggestions, throwing, catching, chest pass, shoulder pass, bounce pass, netball, positions, attack, defence, fair play



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## Year 4, Term 3 2025 Assessment Calendar

<b>English</b> <b>3/4G Teacher:</b> Aleisha Grundy <b>Contact:</b> agrun0@eq.edu.au <b>3/4B Teacher:</b> Jacinta Buick <b>Contact:</b> jmlus0@eq.edu.au	<b>Assessment name:</b> Responding to literature <b>Assessment technique:</b> Extended Response <b>Due date:</b> Weeks 8, 9 & 10	
<b>Mathematics</b> <b>3/4G Teacher:</b> Aleisha Grundy <b>Contact:</b> agrun0@eq.edu.au <b>3/4B Teacher:</b> Jacinta Buick <b>Contact:</b> jmlus0@eq.edu.au	<b>Assessment name:</b> Number - Representing tenths and hundredths as decimals and using mathematical modelling to solve a problem <b>Assessment technique:</b> Exam <b>Due date:</b> Week 9	<b>Assessment name:</b> Measurement and Space –Measuring lengths, mass, capacity, temperature, perimeter and area <b>Assessment technique:</b> Exam <b>Due date:</b> Week 9
<b>Science</b> <b>Teacher:</b> Aleisha Grundy <b>Contact:</b> agrun0@eq.edu.au	<b>Assessment name:</b> Mapping life cycles and relationships <b>Assessment technique:</b> Research task <b>Due date:</b> Weeks 8 & 9	
<b>HASS</b> <b>3/4G Teacher:</b> Aleisha Grundy <b>Contact:</b> agrun0@eq.edu.au <b>3/4B Teacher:</b> Jacinta Buick <b>Contact:</b> jmlus0@eq.edu.au	<b>Assessment name:</b> Investigating characteristics of places <b>Assessment technique:</b> Investigation <b>Due date:</b> Part A - Term 3 Week 9	
<b>Digital Technologies</b> <b>Teacher:</b> Caroline Smith <b>Contact:</b> clsmi4@eq.edu.au	<b>Assessment name:</b> What's your waste footprint? <b>Assessment technique:</b> Portfolio <b>Due date:</b> Throughout Semester Two, completed by Term Four Week 6	
<b>Health and Physical Education</b> <b>Teacher:</b> Jaimee Baartz <b>Contact:</b> jbaar16@eq.edu.au	<b>Assessment name:</b> Sustainable practices <b>Assessment technique:</b> Inquiry investigation <b>Due date:</b> Weeks 6 - 9	<b>Assessment name:</b> Netball <b>Assessment technique:</b> Practical <b>Due date:</b> Weeks 8 - 9
<b>Media Arts</b> <b>Teacher:</b> Amy Jeffery <b>Contact:</b> aerya1@eq.edu.au	<b>Assessment name:</b> Persuade to protect - Part A <b>Assessment technique:</b> Responding <b>Due date:</b> Weeks 6 - 9	