

English

Building an Argument

Students engage with imaginative, informative and persuasive texts as models for building arguments. They examine how text structures, connectives, subjective and objective language organise and link ideas. Through shared and independent learning, students create and present persuasive arguments using appropriate language features and features of voice.

HASS

History & Social Science

Australia, South America and Africa

Students explore the location and geographical characteristics of Australia, South America and Africa using maps, atlases, globes and digital tools. They develop mapping skills by applying cartographic conventions, including BOLTSS, compass directions, latitude, longitude and major lines of reference. Students investigate and compare climate and vegetation across different countries, examining how these features are connected and why environments are important to people and animals. They interpret and represent geographical information using maps, tables and Venn diagrams, before comparing the location, climate and vegetation of Australia and South Africa.

Year 4

What's happening in Year 4 in Term 3?

Maths

Place Value, Probability and Chance Experiments, Patterns and Mathematical Modelling

Students develop their understanding of place value by representing tenths and hundredths as decimals and multiplying and dividing natural numbers by multiples of 10. They order events and outcomes according to likelihood, identify independent and dependent events, and conduct repeated chance experiments to compare and describe variation in results. Students follow and create algorithms involving addition and multiplication and identify emerging number patterns. They also use mathematical modelling to solve practical financial problems by formulating number sentences, choosing efficient strategies and interpreting and communicating their solutions



Science

Biological Sciences

Students investigate local and other habitats to identify producers, consumers and decomposers and explain why each is important. They construct and compare food chains to show feeding relationships and the transfer of energy between organisms. Using models, graphs and scientific vocabulary, students predict how changes in the number of organisms or the introduction of predators can affect food chains and communicate their findings to others