

Bundamba State School
Years 4 Term 3 Learning Map 2026



Dear Parents/ Caregivers,

Welcome to an exciting Term 3, 2025 at Bundamba State School. The following table gives you an overview of the teaching, learning and assessment that will be occurring in your child's class this term. We also have some other exciting **date claimers** at Bundamba State School this term including:

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| <ul style="list-style-type: none"> Monday 13th of July – Term 3 Starts! Friday 17th of July – Whole School Assembly at 9am Thursday 23rd of July – Newsletter release Wednesday 29th of July – Book fair delivery; National Pyjama Day Thursday 30th of July – District Athletics Trials; Book Fair Sales Day 1 Friday 31st of July – District Athletics Trials; Whole School Assembly at 9am; RI Commences Tuesday 4th of August – Book fair Final Day Wednesday 5th of August – Book Fair Collected Thursday 6th of August – Newsletter Released Friday 7th of August – Whole School Assembly at 9 am Monday 10th of August - Bullying No Way Week 2026 | <ul style="list-style-type: none"> Wednesday 12th of August – EKKa Holiday (Not for us) Friday 14th of August – Whole School Assembly at 9am Friday 21st of August – Whole School Assembly at 9am Monday 24th of August – Book Week Friday 28th of August – Book week Parade Tuesday 1st September – Parent / Teacher Conversations Thursday 3rd of September – Father's Day Raffle announced Friday 4th of September – Student Free Day Friday 11th of September – Whole School Assembly at 9am; RI Finishes Saturday 12th September – Family Portrait fundraiser Sunday 13th of September - Family Portrait fundraiser |
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We look forward to working together to achieve the best outcomes for your child.

Bundamba State School teaching priorities – producing proficient READERS, WRITERS and challenging students in MATHEMATICS, HASS and SCIENCE.

Subject/ Learning Area		Assessments
English	Unit Title: Building an argument – Persuasive Speech This term in English, students will be exploring how to build and present a strong argument. They will read and view a range of engaging texts such as picture books, short novels, films, and factual articles. These texts will help students see how arguments are structured and will act as models for their own writing. Students will continue to grow as independent readers by exploring how texts are organised and how language is used to link ideas clearly. They'll learn to recognise the difference between language that shows opinions and feelings, and language that simply presents facts. Through both shared and independent writing activities, students will practise using persuasive techniques and develop their ability to express their opinions clearly. They'll also have opportunities to present their arguments to others, using confident voice and expression.	Summative: Assessment Task Assessment Task 3.1: <i>Speaking and Listening</i> Purpose: To create a spoken argument to share and extend ideas, opinions and information about a sustainability topic.
	     	

Mathematics

Unit Title: Number Space and Statistics

This term in Mathematics, students will continue to build confidence and a positive attitude towards using maths in everyday life. They will:

- Strengthen their understanding of number facts, including fractions and decimals, and explore how numbers work together.
- Learn to choose efficient strategies to solve real-world problems, especially those involving decimals and practical situations.
- Identify and describe familiar shapes and objects in their environment and use materials to create or model them.
- Develop their skills in measuring and estimating using tools like tape measures, measuring jugs, and metric units. Begin to think critically about the accuracy and reasonableness of their answers, considering the context and purpose of each task.

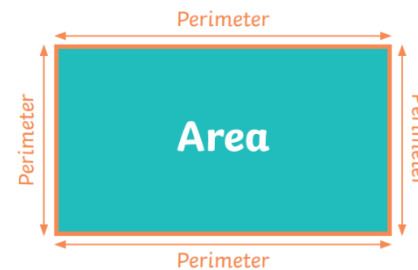
This unit encourages students to see maths as a useful and meaningful tool for solving problems and making sense of the world around them.

Equivalent Fractions (A) Example cazoommaths.com/us

The following fractions are equivalent to each other

$\frac{1}{2} \xrightarrow{\times 4} \frac{4}{8}$	$\frac{1}{3} \xrightarrow{\times 2} \frac{2}{6}$	$\frac{1}{4} \xrightarrow{\times 3} \frac{3}{12}$
$\frac{1}{2} \xrightarrow{\times 3} \frac{3}{6}$	$\frac{1}{3} \xrightarrow{\times 5} \frac{5}{15}$	$\frac{1}{4} \xrightarrow{\times 10} \frac{10}{40}$
$\frac{1}{2} = \frac{4}{8} = \frac{3}{6}$	$\frac{1}{3} = \frac{2}{6} = \frac{5}{15}$	$\frac{1}{4} = \frac{3}{12} = \frac{10}{40}$

Examples by Cazoom Math



percentage	fraction	decimal
30%	$\frac{3}{10}$	0.3
to go from a fraction to a percentage we can convert to a decimal first $\frac{3}{5} \rightarrow 0.6 \rightarrow 60\%$		

Summative: Assessment Task

Assessment Task 3.1: Number

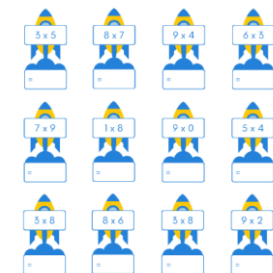
Purpose: To represent fractions, recognise equivalent fractions and make connections between decimals and fractions. To multiply natural numbers by multiples of 10. To use mathematical modelling to formulate and solve a practical problem.

Assessment Task 3.2: Measurement and Space

Purpose: To use scaled instruments and appropriate units to measure length, mass, capacity and temperature. To measure and approximate perimeters and areas.

ROCKET MATH

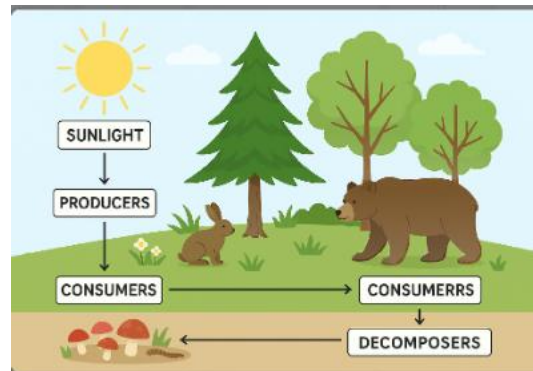
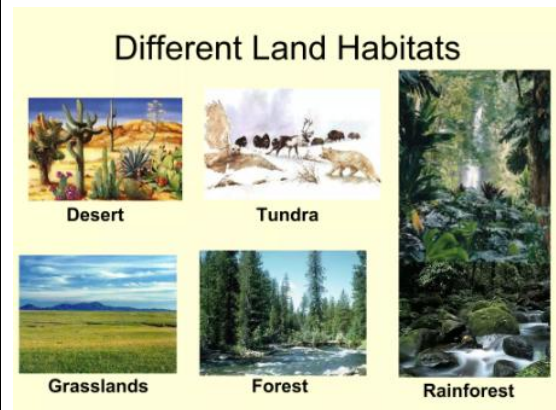
Solve the equations to launch the rockets!



Unit: Biological sciences.

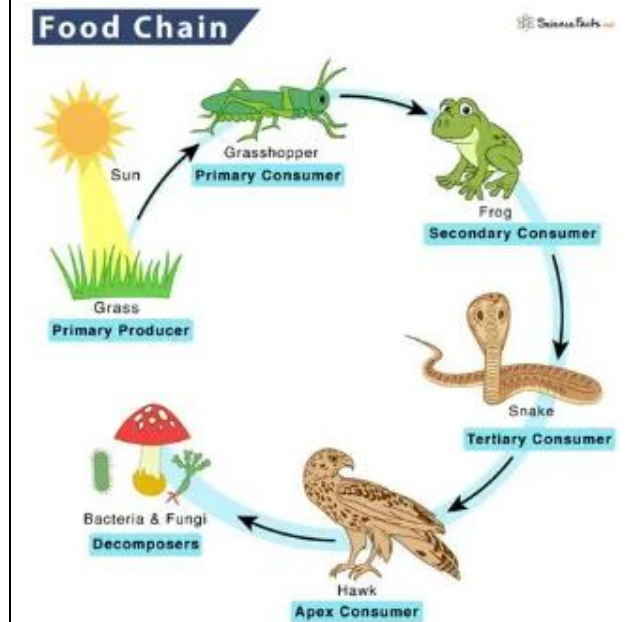
Identifying roles of organisms and constructing food chains.

Students will investigate different habitats to identify the roles of organisms and their feeding relationships. They will understand how to categorise organisms as producers, consumers or decomposers and explain their importance within different habitats. Students will construct and compare food chains that represent the feeding relationships of producers and consumers identifying simple patterns and relationships in a variety of habitats. They will create and use graphs to explore the effects of changing numbers of producers or consumers have on a habitat and predict changes in the food chain because of introduced predators. Students will then use their knowledge to communicate their findings using scientific language to the local community about the effects of introduced organisms on the food chain.



Summative: [Assessment Task](#)

Assessment: Students will identify producers, consumers and decomposers in habitats and construct food chains explaining the feeding habitats and the roles of organisms in habitats.



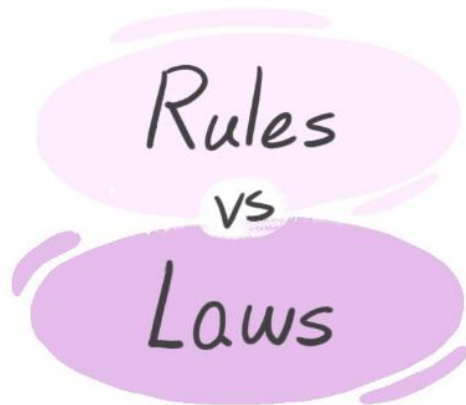
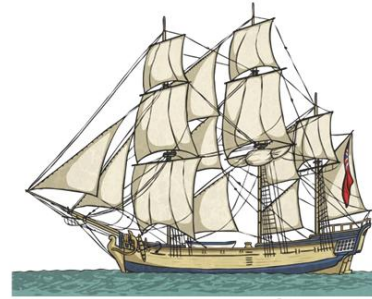
HASS

Humanities and
Social Sciences

Unit Title: Australia before, during and after European settlement

In this unit, students will draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of terra nullius.

They will analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment. Students will make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia. Additionally, students will investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people. They will examine the purpose of laws and distinguish between rules and laws including exploring the diversity of different groups in their local community. Students will also consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.



Summative: [Assessment Task](#)

Students will explain aspects of life before, during and after European settlement of Australia.

Part A: James Cook's first journey

Part B: How and why life changed for the convicts on the First Fleet

Part C: Points of view

Part D: Profile of a friend



Health

Health Unit Title: Healthy Choices, Happy Lives

Students will explore how health information and messages influence the choices they make every day. They will investigate how healthy decisions can support their health, safety and wellbeing, and reflect on how these choices affect themselves and others. Through discussions and practical activities, students will develop skills to make informed decisions and promote positive health habits.



Movement

Movement Unit Title: Swing Batter Batter!

Students will refine and combine fundamental movement skills to create movement sequences and apply movement concepts in games and physical activities. They will adapt skills and strategies to new movement challenges while demonstrating teamwork, fair play, inclusion and respectful communication. Separate to this unit, Lions FC Soccer will deliver an 8-week coaching program on Thursday afternoons from 3:00–4:00pm on the Junior Oval, beginning in Week 2, providing students with opportunities to practise their movement skills and teamwork in a fun and supportive environment.



Summative: [Assessment Task](#)

Health Assessment Task: Students will identify how heritage and culture influence identity by completing a 'Me card'. They will demonstrate communication skills and strategies for working cooperatively during games.

Movement Assessment Task: Students will apply strategies for working cooperatively and to apply rules fairly. They will refine striking and fielding skills and concepts in active play and games. Students will apply skills, concepts and strategies to solve movement challenges in striking and fielding games.



Breakfast / Morning Run Club each morning –To promote active involvement in health and fitness.

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Digital Technologies

Throughout the year, students will explore and manipulate hardware and software. They will apply knowledge and skills to explore essential hardware and software programs such as Microsoft Word and PowerPoint, cameras, audio, visual programming, etc. when creating digital content. Students engage with a sequence of content descriptions aligned to the strands and sub strands for Prep–Year 6 Digital Technologies. Content descriptions identify the learning area’s essential knowledge, understanding and skills.



Summative: Assessment Task
Collection of Work
Purpose: To demonstrate knowledge and understanding of digital systems and to improve and apply skills.

Visual Arts

Unit Title: *Lights, Camera... Trashion!*

Students will combine Drama and Media Arts to create and film a mock television program focused on recycling. By taking on the roles of characters such as eco-warriors and young trashion designers, they will transfer the persuasive language skills taught in English to convince and inspire the audience to reduce, reuse, and recycle. Through these roles, students will encourage others by showing off all the creative things they can make from everyday waste.



Summative: Assessment Task
A Collection of Work
 Students will: Devise, perform and record a short drama role play in the role of a character.

