



Welcome to Year 4

English

WRITING

How do authors use language to engage readers and develop characters and plot?

Students will:

- utilise the *Seven Steps to Writing Success* to generate ideas for writing stamina.
- analyse language features in a variety of texts including Roald Dahl's *'The Twits'* and Emily Rodda's *'Rowan of Rin'*.

SPELLING

Students will:

- study words by investigating specific generalisations, patterns, sounds and meanings as well as the 'metalinguage' to discuss spelling, within differentiated groups

READING

Students will:

- listen to, read and interpret narratives, including *'The Twits'* and *'Rowan of Rin'*, analysing characters, noun groups and verb groups
- engage with a variety of text types, structures and vocabulary during modelled, shared, guided and independent reading sessions
- develop decoding and thinking skills for comprehension when 'reading to learn' and 'learning to read' with an emphasis on predicting and making inferences
- Using Visible Thinking Routines to support critical and creative thinking

In READING and WRITING STAMINA students will:

- continue to develop their **persistence**, fluency, expression and sustained reading and writing for meaning

Assessment:

- Written retell of a select part of "The Twits"
- Written narrative in the form of a chapter for "Rowan of Rin"
- Reading analysis of language features in a narrative
- Diagnostic Reading Assessments - PM Benchmarks, TORCH
- Diagnostic Spelling Assessment - Words Their Way Spelling Inventories

Teacher Contacts

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Emails and phone calls will be forwarded at the earliest convenience. If you need to see us, please arrange a time prior so to avoid disappointment when staff have other commitments.

The Arts

VISUAL ARTS

Students will:

- explore the use of colour, design, lineal work and pattern through a series of sketches

Assessment:

- create a portrait and a mixed media dragon art piece

Homework

Homework tasks:

A weekly homework sheet will be distributed with a focus on literacy and numeracy.

Tasks include:

- Loving Literature reading to be recorded in the student's diary.
- Thinking skills for comprehension will be consolidated in a task in homework books from the Loving Literature Matrix
- Fluency will be consolidated in differentiated maths facts tasks

Health & PE

PHYSICAL EDUCATION Mr Smith

Students will:

- in swimming lessons, engage in emergency and rescue scenarios and procedures.
- perform a measured swim fully clothed and remove excess clothing while in the water.
- in team games, refine specific gross motor and locomotor skills to improve speed and agility during games and competition.

Assessment:

- Skill performance

HEALTH

Students will:

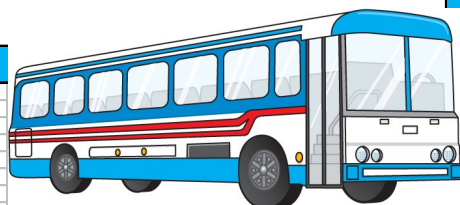
- explore the importance of wellbeing and how it influences our thinking, problem solving behaviour and interactions with others
- explore the value in our identities, what it is, how it differs for all and how to be accepting of others.

Assessment:

- Problem solve social scenarios, identify positive attributes and habits in themselves

Mudjimba 25 - 27 March

- The purpose of this Year 4 camp is to challenge students with activities that encourage team building and problem solving skills, promoting the Habits of Mind.
- Please be prompt in returning medical forms to homeroom teachers so that any special requirements can be catered for.



Science

Students will:

Collect, interpret and represent data collected through experiments and investigations.

Physical Sciences

Inquiry: How does design affect the act of forces?

Students will

- define and identify different forces and directions of forces
- plan, predict, evaluate and communicate possible variables involved in investigations
- explore forces and motion through hands on investigations

Earth and Space Science:

Inquiry: How does erosion affect and change soil, rock and landforms over time?

Students will

- discuss the features of rocks and soil and how they can change over time
- observe and describe patterns in landscapes that result from erosion
- understand that landscapes and features of rocks and soil change over time due to erosion
- describe interactions between non living elements of ecosystems such as the effect of water on rocks

Assessment:

- Plan, conduct and evaluate fair tests on forces and erosion then explain the results to peers
- Make predictions, determine variables, gather data and present data in a column graph for a Toy Car Investigation

HASS Humanities and Social Sciences

Students will:

Locate and collect information and data from different sources, including observations.

Geography

- Mapping and location: Students describe the location of places and their features using simple grid references, compass direction and distance
- Environmental characteristics & case study: Students interpret data of Tanzania, Brazil and Egypt to identify spatial distributions and simple patterns and draw conclusions.

History

- Australian History: What was life like for Aboriginal and Torres Strait Islander peoples before the arrival of the Europeans? Why did the Europeans settle in Australia? What was life like for Aboriginal and Torres Strait Islander peoples after the arrival of the Europeans? What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders?

Assessment:

- Mapping task and data analysis task
- Detailed sequencing of a timeline of Australian history from pre-contact to post contact with Europe

Music

Facilitated by Miss McLeod

Students will:

- explore dynamics, pitch and rhythm patterns
- practise singing, playing instruments and improvising music

Assessment:

- create, perform and record graphic score compositions by selecting and organising sounds, silence, tempo and volume
- identify intended purposes and meanings as they listen to music using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples



LOTE (French)

Facilitated by Mr Henville

Students will:

- undertake a broad range of speaking, listening, writing and reading activities, with an emphasis placed on engaging the students in authentic Critical and Creative Thinking tasks
- compose and comprehend descriptions using colours, numbers, appearances and family members
- interact using basic conversational items such as greetings and responding to questions
- be required to create a written presentation using the language studied in class

Assessment:

- Students are not assessed in Semester 1

Maths



In Number and Algebra students will

- explore place value involving five digit numbers
- make mental calculations of addition, subtraction and multiplication facts
- calculate addition and subtraction operations involving five digits, extended multiplication operations and division where there is no remainder
- investigate equivalent fractions and decimals to tenths and count in quarters, halves and thirds

In Measurement and Geometry students will

- measure and calculate the length, perimeter and area of regular and irregular shapes using formal and informal units
- create symmetrical shapes and patterns using 2D and 3D shapes

From the **Australian Curriculum Year 6 Mathematics proficiencies**, student progress is tracked in

Understanding: Booker Diagnostic tests in Whole Number and Fractions

Fluency: school designed Year 6 Fluency tracking test working towards the end of year benchmark

Problem solving and reasoning: Problem solving assessment task

Assessment: Number and algebra – tests and checklist assessment, Measurement and Geometry- tests and independent activities