



Learning Update #1

Year 4 Term 1 2020 Teaching and Learning – here's what's happening in class

ENGLISH – 'Matty Forever' & 'Sharing Traditional Stories'

Students share and read *Matty Forever* by Elizabeth Fensham. Students create an extra chapter for the novel, showing restorative justice in action for how a character can make amends for doing something mean to another character. Students also read and share Traditional Aboriginal and Torres Strait Islander Stories, choosing one to present to their class group as an oral presentation.

English – Assessment

Assessment 1: **Reading/Viewing/Listening**; *Format: PROBE2 / PAT-R standardised passage*; Students read a short passage aloud to the teacher and then answer comprehension questions about it.

Assessment 2: **Imaginative Narrative**; *Format: Written*; Write a new chapter for *Matty Forever*. Assessment 3: **Informative: Presentation**; *Format: Spoken/signed*; present a traditional story.



MATHEMATICS

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands – *Understanding, Fluency, Problem solving and Reasoning* students have opportunities to develop understandings of the topics of *Number and place value, Patterns and algebra, Using units of measurement, Geometric Reasoning, and Chance.*

Mathematics – Assessment

Assessment 1: **Pre- and post-tests**; *Short answer questions*; Students complete pre- and post-short answer test on concepts taught.



SCIENCE – 'Ready, Set, Grow!'

Students analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, and use this knowledge to design a life form with adaptations that are suitable for survival in prescribed environments.

Science – Assessment

Assessment: **Investigating soil erosion; Investigation**; Students analyse how the form of living things enables them to function in their environments. They use environmental data when suggesting explanations for difference in structural features of creatures..



HASS (Humanities and Social Sciences) – 'Sustainability'

Students respond to the inquiry question: *What is the relationship between environments and my role as a consumer?*

In this unit, students will investigate: a familiar economics or business issue they experience in their everyday life, especially how to support sustainable practices in our school. They will distinguish between needs and wants, and recognise why choices need to be made about how limited resources are used, and how different types of resources are used by societies to satisfy needs and wants of present and future generations



GERMAN – 'Guten Tag Deutschland.'

Students explore the language and cultural practices around greetings and self-introductions in Germany. Students learn greetings in German. They learn to give their name and their age and learn about numbers and colours.

HPE (Health) – 'Personal Development; Myself and Others'

Students investigate the personal traits and social factors which influence the development of people's identities.

HPE (Physical Activity) – 'Personal Fitness & Cross Country.'

Students will examine the benefits of being healthy and physically active, and how they relate to endurance running, and skipping. Students will examine the benefits of being healthy and physically active, and how they relate to endurance running and skipping activities.

THE ARTS (Music) – 'Songs of Australia'

Students explore songs of Aboriginal peoples and Torres Strait Islander peoples, and songs since the arrival of the First Fleet in Australia. Students explore and use the elements of music as they sing, play and listen to music. They play rhythmic accompaniments and simple songs on the recorder using B, A and G.