



Learning Update #3

Year 4 Term 3 Teaching and Learning – here's what's happening in class

Dates & Events; Term 3	Learning – Term 3
Diary – Term 3 – Year 4	Subject Topics – what we are teaching
<ul style="list-style-type: none"> • 31st July • 30th July – 2nd Aug • 2nd – 3rd Aug • 8th Aug • 14th Aug • 15th Aug • 16th Aug • 17th Aug • 24th Aug • 31st Aug • 3rd Sept • 7th Sept • 10th – 13th Sept • 14th Sept • 15th Sept (Saturday) • 19th Sept • 20th Sept • 21st Sept 	<ul style="list-style-type: none"> • English: Unit 3: 'Information reports and multimodal presentations' • Mathematics: Topics in mathematics can last a couple of days, a week, or a fortnight depending on their complexity. These concepts are then revisited and built on in the next unit later in the term. • Science: Unit 2: 'Ready, set, grow!' • German (LOTE): 'Interacting with others' • HASS Unit 1: 'Using places sustainably' (new Australian Curriculum Unit trial) • HPE (Health): 'Healthy Futures' (new AC unit trial) • HPE (Physical Activity): 'Football and Futsal' (new AC unit trial) • The ARTS (Drama): 'Freeze Frame with A Sprinkle of Magic' • The ARTS (Music): 'Around the world with music' (new AC unit trial)
	BHSS Spring Fest Fete
	Class Contributions – 15th September
	Classes are preparing for our biennial BHSS P&C Springfest Fete fundraiser. Your volunteering skills are required to help with
	<ul style="list-style-type: none"> • Running the Year 3 'Cent Auction' stall • Donating materials (see the newsletter for what to collect and send to school each week) • Watching the Year 3 'Footsteps' dance on our hall stage.

Parent Teacher Interviews – 4B early!

Parent Teacher Interviews – two different weeks!

4B (Ms Borrows) week 7 (27-31st August). Bookings open for 4B on Wednesday 15th August. Ms Borrows is on leave during the last two weeks of school this term. As usual, details on how to register, login and book a time is on a note coming home with each 4B child.

4K & 4W (ms Krueger and Mrs Whinn) week 9 (10th – 13th September)

Bookings will open on the 27th August for all other classes, with details on how to register, login and book a time with your child's teacher being provided on a note coming home with each child. Late bookings can be made through contacting Mr. Taylor at mtayl70@eq.edu.au.

Interviews are 15 minutes long, and cover the general progress your child is making academically and in supporting daily learning routines and expectations. This is a great chance to chat to your child's teacher about how you can support the goals your child has in reading.

Keeping in Touch

Be a part of the life of our school.

Term Three 2018

- Our P&C meetings
- Tuckshop roster
- Weekly Assemblies
- Spring Fest Fete

Teacher contacts:

- 4/5B: cboyd30@eq.edu.au
- 4B: cborr6@eq.edu.au
- 4K: gjkru0@eq.edu.au
- 4W: awhin3@eq.edu.au

Key information sources

- Our School **Newsletter** ([sign up @ the BHSS website](#))
- Our School **website** www.baldhillss.eq.edu.au
- The **Q-Schools App**
- **Twitter** @BHSSPrimary
- Ring to explain absences to our office (3261 1554)
- Email our school's front desk at admin@baldhillss.eq.edu.au

Homework

Homework tasks are set on a Friday and are due by the following Friday.

Homework tasks

- Personal Spelling Words (LSCWC) from Spelling Mastery lists
- Vocabulary sentences
- Maths activities linked to class work
- Minimum of 15 minutes a night to an adult to be recorded in a reading log at the back of the homework.

Homework is usually designed to be additional practice of material already covered in class. Sometimes the task has been begun in class, and needs completion at home.

If the set work is causing conflict in your house, or you need to check in about an issue, please contact your class teacher to sort things out.

Classroom Behaviour – PBL Tall Trees & Class Dojo

Our Year Four classes extend the *Positive Behaviour for Learning* processes with the use of *Class Dojo* to keep students engaged with their work during class time.

ENGLISH – ‘Information Reports’

Students investigate how informative texts present new content and use illustrations and diagrams to convey information. They listen to, read, and view a range of stories about South American and African countries and research to create an information report with sequenced information. Students use their information reports from the science unit to create and present a multimodal presentation to an audience of their peers.

English – Assessment

Assessment 1: **Report**; *Format: Written*; Students research and construct an information report on a country from South America or Africa

Assessment 2: **Presentation**; *Format: Spoken/signed*; Students create and present a multimodal presentation of a report to an audience of their peers.

Assessment 3: **Reading/Viewing/Listening**; *Format: PROBE 2 & PAT-R*; Students are asked to read a short passage aloud to the teacher or online, and then answer comprehension questions about it either verbally or through multiple choice online.

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 investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment.

Science – Assessment

Assessment: **Mapping life cycles and relationships**; *Format: Research*; Students understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings.

HASS (Humanities and Social Sciences) – ‘Using places sustainably’

Inquiry question: *How can people use environments more sustainably?* Students explore the concept of ‘place’ with a focus on Africa and South America. They examine the interconnections between people and environment and the importance of environments to animals and people.

GERMAN – ‘Interacting with others’

Students explore the language and cultural practices related to sharing personal information about oneself in Germany and Australia. They engage with a wide range of texts giving information about various people. Students continue with the learning of numbers and focus on the use of more descriptive words to describe oneself.

HPE (Health) – ‘Health Channels’

Students examine different sources of health information and how to interpret them. They identify health messages and the methods they use to influence decisions.

HPE (Physical Activity) – ‘Football & Futsal – all-codes’

Students perform specialised football skills, propose and combine movement concepts and strategies to achieve movement outcomes, and demonstrate fair play and skills to work collaboratively during football activities and games.

THE ARTS (Music) – ‘Around the world with music’

Students make and respond to music exploring the music-making of other cultures through their music journal. Students engage with the elements of music. Students use the elements of music as they sing, play, listen to and notate music. They listen to and play simple ostinato patterns and simple songs on the recorder using B, A, G and C.

THE ARTS (Drama) – ‘Freeze frame and a sprinkle of magic’

Students explore the use of ‘freeze frames’ in storytelling, and how to stage magic tricks.

