



Learning Update #2

Year 4 Term 2 Teaching and Learning – here's what's happening in class

Dates & Events; Term 2		Learning – Term 2
Diary – Term 2 – Year 4		Subject Topics – what we are teaching
• 19 th April:	• School Cross Country & Fun Run	• English: Unit 2: 'Historical recount and funny poems'
• 20 th April	• Parent Teacher Interview bookings close	• Mathematics: Topics in mathematics can last a couple of days, a week, or a fortnight depending on their complexity. These concepts are then built on in the next unit later in the term, and revisited as students build skills across their schooling.
• 24 th April:	• School ANZAC Assembly	• Science: Unit 2: 'Fast Forces!'
• 25 th April	• ANZAC Day holiday	• German (LOTE): 'I'm an Individual'
• 27 th April	• Practice games for Interschool sport	• HASS Unit 1: 'Australia Before, During and After European Settlement' (new Australian Curriculum Unit trial)
• 30 th April – 3 rd May	• Parent Teacher Interviews (book online – link on the school website, bottom RHS)	• HPE (Health): 'Positive Interactions' (new AC unit trial)
• 2 nd May	• Turrbal Trail Assembly	• HPE (Physical Activity): 'Athletics Spectacle – Sports Day Preparation' (new AC unit trial)
• 23 rd May	• Chappy Week assembly	• The ARTS (Visual): 'Elements of Art'
• 29 th May	• ICAS Science assessment (register @ office) • String Soiree (BHSS Hall)	• The ARTS (Music): 'Musical Characters and Action' (new AC unit trial)
• 1 st June	• Weekly Interschool Sport begins	
• 18 th June	• Athletics – Senior 800m run	
• 19 th June	• Yr 4 <i>St Helena Island</i> History Excursion	
• 22 nd June	• Talent Night Show – BHSS Hall	
• 26 th June	• Senior Sports Day	

Parent Teacher Interviews & Reporting – Term 2

Parent Teacher Interviews – Week 3 (30th April to 3rd May)

Bookings opened online during the Easter Break, with details on how to register, login and book a time with your child's teacher provided on a note that came 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 adjusting to school and classroom routines and expectations. Chat to your child's teacher about the goals your child has in reading.

Student Progress reports

These reports provide you with information about how your child has achieved when their work in each subject area is assessed against the Australian Curriculum standards. A general comment and behaviour comment is also provided, as well as a summary of attendance.

Reports are emailed to parents on the last Thursday of the term, and an opportunity to talk about how best to help your child happens with Parent Teacher Interviews towards the end of Term 3.

Keeping in Touch

Be a part of the life of our school.

Term Two 2018

- Our P&C meetings
- Tuckshop roster
- Weekly Assemblies

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.



<p>ENGLISH – ‘Historical Recount and funny poems’</p> <p>Students share and read “Eliza Bird; Child Convict” and then plan and create a recount from the point of view of a child convict or Aboriginal child who lived in the area that the First Fleet colonised. Students then read, share and enjoy funny poems, investigating poetic features and devices. They prepare and present a humorous poem of their choice.</p>	<p>English – Assessment</p> <p>Assessment 1: Historical Recount; <i>Format: Written</i>; Students create a historical recount from the perspective of a child convict (from London to Australia)</p> <p>Assessment 2: Poetry: Presentation; <i>Format: Spoken/signed</i>; Students choose a funny poem to present to peers, explaining audience, why it was chosen and poetic devices</p> <p>Assessment 3: Reading/Viewing/Listening; <i>Format: Springboard into Comprehension: Assessments; standardised passage</i>; Students identified by teachers from classroom observation to have demonstrated significant learning steps are asked to read a short passage aloud to the teacher and then answer comprehension questions about it.</p>
<p>MATHEMATICS</p> <p>In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands – <i>Understanding, Fluency, Problem solving and Reasoning</i> students have opportunities to develop understandings of the topics of <i>Number and place value, Patterns and algebra, Using units of measurement, Geometric Reasoning, and Chance</i>.</p>	<p>Mathematics – Assessment</p> <p>Assessment 1: Pre- and post-tests; <i>Short answer questions</i>; Students complete pre- and post-short answer test on concepts taught.</p>
<p>SCIENCE – ‘Fast Forces!’</p> <p>Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects.</p>	<p>Science – Assessment</p> <p>Assessment: Investigating contact and non-contact forces; <i>Experimental investigation</i>; Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.</p>
<p>HASS (Humanities and Social Sciences) – ‘Australia before, during and after European settlement’</p> <p>Inquiry question: <i>What were the short- and long-term effects of European settlement?</i> Students explore the diversity of different groups within their local community. They consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.</p>	
<p>GERMAN – ‘I’m an Individual’</p> <p>Students learn language to describe themselves – eye colour, hair colour, where they live, interests, favourite colour and favourite sport. Students explore the language and cultural practices related to sharing personal information about oneself in Germany and Australia. They listen to and interact with a range of texts with a focus on describing and identifying people.</p>	
<p>HPE (Health) – ‘Positive interactions’</p> <p>Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and explore how they support positive interactions.</p> <p>HPE (Physical Activity) – ‘Athletics Spectacle – Sports Day Preparation’</p> <p>Students learn and develop skills for a range of running and field events, working towards preparing for Sports Day. They learn and apply skills for athletic field and running events.</p>	
<p>THE ARTS (Music) – ‘Musical Characters and Action’</p> <p>Students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media. 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.</p> <p>THE ARTS (Visual Art) – ‘Using Line and Colour’</p> <p>Students use line and colour to create art works that express their ideas and feelings.</p>	