



Learning Update #1

Year 4 Term 1

Teaching and Learning – here’s what’s happening in class

ENGLISH – ‘The Twits’

Students share and read “The Twits” by Roald Dahl. They create an extra chapter, with a new trick, to add to the novel. Students then read and share Traditional Aboriginal and Torres Strait Islander stories, choosing one to present to their class group as an oral, multimodal presentation.

English Assessment 1: Reading / Viewing / Listening; PM Benchmark / PROBE2; Students answer questions about a short passage that they read aloud.

English Assessment 2: Written; Students create an extra chapter for The Twits with a new trick.

English Assessment 3: Oral; Students present a retell of a traditional Aboriginal or Torres Strait Islander 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, Using units of measurement, Chance, and Data representation and interpretation.*

Mathematics

Assessments : Written; Students answer short questions before and after each topic that is taught.

SCIENCE – ‘Here Today, Gone Tomorrow’

Students explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.

Year Four Science – Assessment

Science Assessment: Investigating soil erosion; Investigation; Students describe the natural processes and human activity that cause changes to the Earth’s surface. They plan, conduct and report on an investigation of the erosion process.

HASS – (Humanities and Social Sciences) – ‘Early Exploration and Settlement.’

Inquiry question: *What were the short- and long-term effects of European settlement?*

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.

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) – ‘Making Healthy Choices’

Students identify strategies to keep healthy and improve fitness. They explore the Australian Guide to Healthy Eating and the five food groups. Students understand the importance of a balanced diet.

HPE (Physical Activity) ‘Personal fitness, and Cross Country preparations.’

Students apply skills, procedures, sportsmanship, co-operation and teamwork in personal fitness activities. They participate in Cross Country and Fun Run preparations, and in the disciplines of sprints, long jump, high jump, and shot-put as they prepare for sports day events.

Year Three-Four Band – THE ARTS (Visual Arts) – ‘Visual Art’.

Students use line and colour to create art works that express their ideas and feelings..

Technology – ‘See our toys move’

Students engage in an evaluation of given statements about the purpose and performance of a variety of toy planes. They are asked to justify their statements with satisfactory evidence.