



# Learning Update #2

Year 4 Term 2 2019 Teaching and Learning – here’s what’s happening in class

## ENGLISH – ‘Historical Recount and funny poems’

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.

### English – Assessment

Assessment 1: **Historical Recount**; *Format: Written*; Students create a historical recount from the perspective of a child convict (from London to Australia)

Assessment 2: **Poetry: Presentation**; *Format: Spoken/signed*; Students choose a funny poem to present to peers, explaining audience, why it was chosen and poetic devices

Assessment 3: **Reading/Viewing/Listening**; *Format: Springboard into Comprehension: Assessments; standardised passage*; 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.

## 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 – ‘Fast Forces!’

Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects.

### Science – Assessment

Assessment: **Investigating contact and non-contact forces**; *Experimental investigation*; 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.

## HASS (Humanities and Social Sciences) – ‘Australia before and after European 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 – ‘I’m an Individual’

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.

## HPE (Health) – ‘Positive interactions’

Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and explore how they support positive interactions.

## HPE (Physical Activity) – ‘Athletics Spectacle – Sports Day Preparation’

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.

## THE ARTS (Music) – ‘Musical Characters and Action’

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.

## THE ARTS (Visual Art) – ‘Using Line and Colour’

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