

YEAR 4 LEARNING UPDATE

TERM 1, 2022

ENGLISH

'Narratives & Traditional Stories'

We share and read 'Matty Forever' by Elizabeth Fensham, then create an alternative ending to the story. We then read and share Traditional Aboriginal and Torres Strait Islander stories, choosing one to present to our class group as an oral presentation.

Assessment

Assessment Task 1 – We create an extra chapter for a known narrative, following the 7 Steps Narrative Planner

Assessment Task 2 – Oral Retell of a traditional Aboriginal or Torres Strait Islander Story

Assessment Task 3 – Reading Comprehension

MATHEMATICS

We start the year working with number and place value. Students will work with large numbers (up to 5-digits) reading, writing, making, ordering, reorganising, partitioning, rearranging, regrouping, and locating on a number line.

Then we continue working with numbers, recalling multiplication facts up to 10x10. We work with number patterns by describing them and continuing them. We find unknown values in number sentences.

We work with time, reading times to the minute (on digital and analogue clocks), convert between units of time and solve problems involving time. We work with angles, identifying angles as 'right', less than or greater than.

We also use the language of chance to describe the likelihood of everyday events.

Assessment

Student portfolio of work, including pre- and post-test assessments to measure individual student needs and personal improvement.

SCIENCE

'Ready, Set Grow'

We investigate the key stages in the life cycles of plants and animals. We examine relationships between living things and their dependence on each other and on the environment. We identify when science is used to understand human impacts on life cycles and the survival of the species. We suggest explanations for observations and compare our findings with our predictions.

Assessment

Students map life cycles and survival relationships of species.



HASS (Humanities and Social Sciences)

We investigate how places are used sustainably by focussing on differing environments found in Africa and South America. Our mapping skills are developed with the study of different types of maps.

We recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples and propose actions for caring for the environment whilst meeting the needs of people.

HPE (Health & Physical Education)

'Personal fitness, & Cross Country preparations.'

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

Health 'Cyber Heroes'

We describe and apply strategies to keep ourselves safe in an online environment. We learn about cyber safety, through investigating digital citizenship, the 'personal' vs 'private', chatting online, and cyber bullying

The Resilience Project

[The Resilience Project](#) delivers emotionally engaging programs and provides evidence-based, practical strategies to build resilience.

The curriculum is evidence-based and mapped to the [Australian Curriculum](#), focusing on Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy. We participate in weekly lessons with our class teachers. We participate in weekly lessons with our class teachers, and parents can [follow up at home](#).

THE ARTS

Music

'Songs of Australia'

Students make music and respond to music exploring songs from the arrival of the First Fleet, sea shanties, explorer songs, songs about important Australians including Aboriginal Peoples and Torres Strait Islander Peoples.

Sustainability

In Year 4, we investigate how the school can reduce waste. We look at different ways to manage the waste we generate, and try to develop programs for what we can do with food waste from eating times, paper waste from classrooms, and recycling options for a range of materials.