

# YEAR 4 LEARNING UPDATE

## TERM 3, 2021

### ENGLISH

#### 'Eliza Bird – historical recounts'

We share historical recounts, and learn about the structure and features used in creating historical recounts. We then create our own character and plan, draft, edit and publish an historical recount set in the time of European colonisation of Australia from the perspective of a child convict.

#### Assessment

Assessment Task 1 – Students plan, draft, edit and publish an historical recount

Assessment Task 2 – Reading Comprehension

### MATHEMATICS

We start the term choosing appropriate strategies for calculations involving multiplication and division, and making connections between fraction and decimal notations up to two decimal places. We continue with maths warm-ups to recall multiplication facts to 10 x 10 and related division facts.

We then compare the areas of regular and irregular shapes using informal units, and interpret information contained in maps.

#### Assessment

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

### SCIENCE

#### 'Fast Forces!'

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

#### Assessment

Students investigate and test conduct an investigation into how forces are exerted on an object.

### HASS (Humanities and Social Sciences)

#### 'Australia before & after European Settlement'

In this unit we unpack the question, "How has European settlement impacted the peoples and lands of Australia?"

We analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment.

### GERMAN

#### 'Interacting with others'

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

### HEALTH & PHYSICAL EDUCATION

#### 'Polo Hockey'

We perform specialised polo hockey skills. We propose and combine movement concepts and strategies to achieve our goals, and demonstrate fair play and team skills during hockey activities and games.

#### 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 Framework: focusing on Gratitude, Empathy, Mindfulness (GEM) and Emotional Literacy. Students will participate in weekly lessons with our class teachers, and parents can [follow up at home](#).

### THE ARTS

#### Music – 'Around the world with music'

We make music and respond to music by exploring the music-making of other cultures.

#### Drama – 'Country and place'

We explore ways to express concepts of country and place through performing elements of story.

#### Technologies – Digital

#### 'What's your waste footprint?'

We investigate ways of tracking our resource use by designing systems that monitor the recyclable waste we generate at school.