

# YEAR 4 LEARNING UPDATE TERM 1, 2021

## ENGLISH

### 'Narratives & Traditional Stories'

Students share and read 'Matty Forever' by Elizabeth Fensham, or 'The Twits' by Roald Dahl. They create an alternative ending to the story. Students then read and share Traditional Aboriginal and Torres Strait Islander stories, choosing one to present to their class group as an oral presentation.

### Assessment

Assessment Task 1 – Students 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 will continue working with numbers, recalling multiplication facts up to 10x10. Students will work with number patterns by describing them and continuing them. Students will find unknown values in number sentences.

Students will work with time, reading times to the minute (on digital and analogue clocks), convert between units of time and solve problems involving time.

Students will work with angles, identifying angles as right, less than or greater than.

Furthermore, students will 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'

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

### Assessment

Students map life cycles and survival relationships of species.

## HASS (Humanities and Social Sciences)

### 'Sustainable Use of Places'

In this unit we unpack the question, "How can people use environments more sustainably?"

Students examine the interconnections between people and environment and the importance of environments to animals and people, carefully using resources and managing waste

## 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.

## HEALTH & PHYSICAL EDUCATION

### 'Having a Ball' & Cross Country

Students refine the movement skills of throwing (overarm shoulder pass and chest pass) and catching, and transfer them to a range of situations. They develop net game movement sequences and use these in offence and defence challenges during games of Fast 4 Newcombe. They also apply strategies for working cooperatively and applying rules fairly.

Students examine the benefits of being healthy and physically active, and how they relate to endurance running.

### 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 their class teachers.

## THE ARTS

### Music

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

Students in Year 4 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.

