

# YEAR 4 LEARNING UPDATE TERM 2, 2021

## ENGLISH

### ‘Information reports & funny poems’

Students investigate how informative texts present new content and use illustrations and diagrams to convey information. We listen to, read, and view a range of stories about South American and African countries and research to create an information report with sequenced information. Students use our information reports from the science unit to create and present a multimodal presentation to an audience of their peers. Students then read, share and enjoy funny poems, investigating poetic features and devices.

#### Assessment

Assessment Task 1 – Students research and construct an information report on a country from South America or Africa

Assessment Task 2 – Students create and present a multimodal report to an audience of our peers.

Assessment Task 3 – Reading Comprehension

## MATHEMATICS

We start the term with data. Students will construct graphs and interpret data displayed from various methods of collection.

Then we continue solving problems with number sequences and multiplication facts. Students investigate data collection methods, how data is displayed, and what to interpret from these presentations. Investigating odd and even numbers will also be continued.

Students work with patterns and algebra to find the unknowns in number problems. Students will investigate equivalent fractions and count by quarters, halves and thirds. In geometric reasoning, students will compare and classify angles.

#### Assessment

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

## SCIENCE

### ‘Material use’

Students investigate the physical properties of materials and consider how these properties influence the selection of materials for particular purposes.

#### Assessment

Students investigate and test the properties of materials.

## HASS (Humanities and Social Sciences)

### ‘Sustainable Use of Places’ – continued from last term

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

### ‘I’m an individual.’

Students learn language to describe ourselves – eye colour, hair colour, where we 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. We listen to and interact with a range of texts with a focus on describing and identifying people.

## HEALTH & PHYSICAL EDUCATION

### ‘Athletics Spectacle – Sports Day Preparation’

Students learn and develop skills for a range of running and field events, working towards preparing for Sports Day. We learn and apply skills for athletic field and running events.

#### 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 – ‘Musical characters and action’

Students explore 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 we sing, play and listen to music. We play rhythmic accompaniments and simple songs on the recorder using B, A and G.

### Visual Art – ‘Using Line and Colour’

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