

YEAR 4-5 LEARNING UPDATE TERM 1, 2023

ENGLISH

Quest Novel – Narratives

We read, share and explore the text 'Rowan of Rin' by Emily Rodda. Students learn about the structure of narratives and language features used in fantasy narratives. Later in the term, students will plan, create and edit an extra event to add to the text.

Assessment

Assessment 1: Written task – construct an extra event to a known quest narrative

Assessment 2: Reading Comprehension

MATHEMATICS

We start by working with numbers to 5 digits (Year 4) and beyond (Year 5). Year 4 students will then investigate number sequences while Year 5's will investigate number sequences involving multiples and explain factors.

Year 4's will work with addition and subtraction to make calculations, while the Year 5's will work with all four operations, +, -, x and ÷.

Later in the term we will be working on recalling all multiplication facts to 10x10 and Year 5's will also solve problems involving multiplication of large numbers.

Then we will work with fractions. We will recognise and count common fractions, showing them in a variety of ways and locating them on a number line. Year 5's will also compare and order fractions.

Finally, we will work with time. We will read and show times on digital and analogue clocks, convert between units of time and the Year 5's will investigate the 12 and 24-hour time systems.

Assessment

Assessment tasks include short-answer tests, work samples and maths investigations.

SCIENCE 'Biological Science'

'Plants in Action' (Year 4) & 'Animal Survivors' (Year 5)

Plants in Action - In this unit students observe and compare dry and soaked bean seeds, observe the record the on-going process of the germination of a bean seed, explore the parts of a flower and consider which are required for pollination, observe fruits and the seeds inside them and consider the relationship between flower and fruits.

Animal Survivors - In this unit students understand what an adaptation is and explain a range of animal adaptations and how they help survival in different extreme environments.

Assessment

Year 4s will complete an investigation & a short answer test

Year 5s – Plausible Possibilities Investigation



HASS (Humanities and Social Sciences) 'Places & Environments, Spaces & resources in a Sustainable World (Geography)

In this unit students will:

- Investigate 4 continents (Africa, South America, North America & Europe) identifying specific features, use relative location to describe positions & identify the vegetation and climate zones of specific places
- Explore the custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability
- Investigate the influence of people on the environmental characteristics of Australian places
- Learn about the use and management of natural resources & sustainability
- Investigate the impact of natural disasters on environments and communities

Assessment: **Collection of Work**

Task 1 – Year 4: Location/ characteristics and connections – Africa/ South America & Venn Diagram – compare/ contrast 2 countries (climate, vegetation, location, peoples). Year 5: Location/ characteristics and connections – Europe / North America & Venn Diagram – compare/ contrast 2 countries (climate, vegetation, location, peoples).

Task 2 – Custodial Responsibility/ Influence of Peoples: Retrieval Chart and Reflection

GERMAN (Year 5 only)

'Meeting New People'

Students are introduced to German Language. We start by learning some interesting things about Germany and its culture. Students will learn how to greet people, introduce themselves and ask others names. They will also learn to express how they are feeling. Students will learn to count to 12 and describe their birthdays in German Language. We will explore discuss where they live, favourite colours and how to describe themselves (hair colour, eye colour and age) and their interests.

Assessment

'Introducing Me' Task & Speaking Assessment

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.

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Health & Physical Education

The Resilience Project

[The Resilience Project](#) delivers emotionally engaging programs for us, 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 and parents can [follow up at home](#).

THE ARTS

Music

We explore elements of musical performance and analysis by singing simple melodic lines and canons, playing active rhythm games, and beginning ukulele to develop our music reading skills.

