

# YEAR 4-5 LEARNING UPDATE

## TERM 2, 2023

### ENGLISH

We listen to, read, view, interpret and evaluate a range of informative and persuasive texts, including various types of media texts, newspapers, film, digital and nonfiction texts. We create an informative and persuasive report using technical and content information about a topic of interest.

#### Assessment

Written Task – persuasive feature article (sustainability)

Reading Comprehension:

**Year 4:** Springboard into Comprehension – ‘Concrete or Steel’

**Year 5:** Sturtsey – Island of the Fire God

### MATHEMATICS

We learn about working with money, Year 4’s solving problems involving purchases totals and the calculation of change, and Year 5’s creating simple financial plans. We also explore measurement using scaled instruments to measure length, masses, capacities and temperature and choose the appropriate units of measurement. We compare objects using metric units of area and volume, and the Year 5s learn how to calculate area and perimeter of rectangles while the 4s compare areas of shapes using informal measures such as squares and paperclips.

Later in the term we work with *shape*. Year 4s compare and describe two-dimensional shapes and experiment with combining and splitting shapes while the 5s will construct 3D objects with their nets.

#### Assessment

Our assessments will be completed throughout the term. Assessments include short-answer tests, work samples and investigations.

### SCIENCE

#### *Year 4 – Weathering and Erosion*

In this unit students examine the impact of humans on the environment. They learn about the concepts of weathering and erosion and participate in a variety of hands-on experiments and investigations.

#### *Year 5 – Space*

We identify the planets of the solar system and compare how long the planets take to orbit the sun. We

complete an inquiry task, researching the relative size of and distance between Earth, other planets in the solar system and the sun and recognising the role of the sun as a provider of energy for the Earth. Our classwork is presented in the form poster or PowerPoint project.

### HASS (Humanities and Social Sciences)

#### *Year 4 – Sustainability*

Students investigate renewable and non-renewable resources such as forests and water. Then they explain how they can be used sustainably and how to manage these resources. We also explore the custodial responsibility First Nations Peoples for country and place.

#### Assessment

We develop posters to encourage members of our school community to live more sustainably.

#### *Year 5 – Needs vs. Wants*

We investigate the difference between needs and wants. We learn how communities need to make choices about how resources are used. We explore the types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations.

#### Assessment-

We develop an advertisement to communicate how to save water.

### HPE (Health & Physical Education)

#### *‘Athletics Spectacle – Sports Day Preparation’*

We 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](#), 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](#).

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### THE ARTS

#### Music with Miss Ito

We have been composing their own catchy celebration rhythms and they will be performing their music later this term. We will be learning about how to have productive rehearsals when we're working in pairs or small groups. We will also start building our ukulele skills and aim to play a celebration melody by the end of the term.

#### Visual Art – 'Using Line and Colour'

We explore the art works and several significant artists including First Nations Artist Albert Namatjira, and South American Artist Freda Kahlo. We use line and colour to create art works that express our ideas and feelings.