

YEAR 4 LEARNING UPDATE

TERM 1, 2023

ENGLISH

'Narratives & Traditional Stories'

We share and read 'Matty Forever' by Elizabeth Fensham, then create an alternative ending to the story. We then read and share Traditional Aboriginal and Torres Strait Islander stories, choosing one to present to our class group as an oral presentation.

Assessment

Assessment Task 1 – We 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 Fluency & Personal Text Preferences

MATHEMATICS (Semester Unit)

We start the year working with number and place value. We 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 work with fractions, recognising common fractions, modelling fractions, locating them on number lines and counting by halves, quarters and thirds.

Students will work with money, solving simple purchasing problems.

Later we will learn how to find unknown quantities in number sentences, using addition and subtraction to make calculations.

We work with time, reading times to the minute (on digital and analogue clocks), convert between units of time and solve problems involving time. We work with angles, identifying angles as 'right', less than or greater than.

We will investigate different ways to collect and display sets of data and construct tables and column graphs.

Assessment

A series of assessments will be completed throughout the semester including investigations, work samples and short-answer tests.

SCIENCE

'Ready, Set Grow' (Biological Sciences)

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

Assessment

Investigation – Endangered Species

HASS (Humanities and Social Sciences)

We investigate how places are used sustainably by focusing on differing environments found in Africa and South America. Our mapping skills are developed with the study of different types of maps.

Assessment

Country Profile Presentation (PowerPoint) & Comparing Countries Test

HPE (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.

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.

