



Year Four Learning Outline
Term Two 2018

Subject	Summary of Content	How you can help your child
English	<p>Read various information texts in Differentiated Guided Read groups and summarise the text under Subheadings in dot point form.</p> <p>Research and write an Information Report about an Endangered Animal from Australia, South America or Africa under given subheadings including their endangered status, why they are endangered, and what measures have been put in place to help the animals from becoming extinct.</p> <p>Be guided through a creative writing process to write a story about an animal that lives in the Night Zoo. [Students who are withdrawn for Learning Support will not participate in this task as a whole, but may write individual elements of the story.]</p> <p>Sound Waves – segmenting, prefixes and suffixes, word building and spelling rules, contractions, homophones,</p> <p>Handwriting – Queensland cursive handwriting</p>	<p>Encourage your child to retell (summarise) their home reading books, focusing on text-specific language and sequential order.</p> <p>Make non-fiction books more available and encourage your child to read these and report back some facts. Topics could include animals, environments and countries.</p> <p>Discuss the reasons that animals in our world may be in danger of extinction, and how the choices that we make every day may impact their survival.</p> <p>Encourage the use of descriptive language and imaginative thinking at every opportunity possible. Use fiction books and television programs to stimulate conversations about characters, interesting settings, captivating problems, and clever solutions.</p> <p>Challenge students to use conjunctions to add extra information to their pieces of writing; moving from simple sentences to complex and compound sentences that are purposeful and enhance the reader's understanding of the topic.</p> <p>Make the most of the Segmenting Tool and Sound Waves Online Games during weekly homework time. Encourage your child to 'teach' you how to segment words and discuss word building and spelling rules as they come up in everyday spelling choices.</p> <p>Promote the use of cursive handwriting at every opportunity to help the movement become familiar and automatic.</p>
Maths	<p>We are exploring three different topics in Mathematics this Term. Money and Financial Maths, Shape, Area and Perimeter in problem solving and Location and Transformation (which links to our Geography Mapping).</p>	<p>Practise times tables for fluency. In Term 3 we begin looking at 2 x 1 digit, 3 x 1 digit, 2 x 2 digit multiplication and long division. Fluency and recall is VERY important to assist with these concepts. They are best mastered now to make it easier in computation in Term 3.</p>
Geography	<p>We are exploring endangered animals and their habitats. We are specifically focusing on the habitats and animals from South America, Africa</p>	<p>Look for opportunities to discuss climate, environments and how animals depend on these factors for survival. Actively engage and take note of maps in the "real world".</p> <p>Encourage your child to research endangered animal and contributing factors to them being endangered.</p>

	<p>and Australia. This unit will consist of the following inquiry questions:</p> <ul style="list-style-type: none"> • What is the connection between South America, Africa and Australia? • What are the similarities and differences between native flora and fauna in South America, Africa and Australia? • What are the Geographical reasons as to why people/animals/plants, settle/live/grow where they have? • Why is the natural environment important to animals and people and how can these environments be protected? • What are the biggest effects on habitats from outside influences? • What can we do to stop habitats being severely damaged? • What are essential elements of mapping and how are these 'shown' in various types of maps? 	
Visual Culture	<p>Projects may include but are not necessarily limited to the following: Exploratory Activities focussing on the Built Environment</p> <ul style="list-style-type: none"> • Architecture Puzzle Picture • Gelli Printing process using materials from the built environment • 3D construction challenge <p>Formative Assessment: On-going observations and discussions, explorations of art media and techniques informed by kind, specific and helpful feedback</p>	<p>Please note that most of the Visual Culture units in Junior School cover an <i>entire semester</i> of work rather than finishing up at the end of a term. This allows us to explore complex concepts, ideas and skills and gives the students time develop refined artworks in response to the ideas or inspiration that they have been given.</p> <p>The Year 4 students are continuing a unit on The Built Environment in Visual Culture. They have engaged in a series of explorations designed to build skills and processes that they can use to create an artwork that demonstrates what they have learned. Last term the students explored textures creating rubbings and castings of surfaces around the school such as tiles, bricks and cement. They followed this by photographing and creating a montage of some of the surfaces, shapes and patterns that they observed around our school.</p>

	<p>Assessment:</p> <ul style="list-style-type: none"> • Folio of exploratory work • Resolved final art work 	<p>The students are currently completing an Architecture Puzzle Picture. They have taken pictures of famous architecture from around the world, cut and rearranged it on a page, leaving blank spaces between the images. Students are then challenged to add in their own creative details and structures to fill in the gaps or complete the puzzle.</p> <p>Following this the students will explore Gelli Printing using materials from the built environment such as wood, metal and cloth. Gelli printing plates allow the students to create instant prints and textures in a thin layer of paint by pressing objects into the soft Gelli surface.</p> <p>Students will also be given a construction challenge later in the term where they will be asked to work collaboratively to build a three-dimensional structure.</p> <p>It is hoped that after completing these explorations the students will use the skills and ideas that they have developed to create a resolved art work.</p> <p>Please continue to encourage your child to tell you about the work that they are doing in their Visual Culture lessons.</p>				
Music	<p>In Term 2, Year 4 students will be continuing to learn songs on the theme of looking after the world we live in. Plenty of musicians have felt passionate about this topic over the years and composed wonderful songs with good messages. Students will learn songs by Joni Mitchell, Cat Stevens and the Beach Boys, to name a few. This will involve singing and furthering their ukulele skills, as well as percussion instruments and playing as a whole class ensemble. Throughout the term, students will learn to read and write music notes and rhythms as well as developing their listening skills. There will be more opportunities for performing and playing different musical instruments this term.</p>	<p>Ask your child what they are passionate about. If they were a famous singer/songwriter, what sort of messages would they want to share with people? What about you? If they're interested, look at ways that they can participate in making the world a more sustainable place. For example, they might get to bring in some recycled rubbish to make their own musical instruments later this term! Make singing a natural part of every day, whether it is in the car on the way to school or while doing things around the house. Ask them what songs they have learnt to sing and play and encourage them to practice these at home.</p>				
PE						
DTE	<p>In year 4 Design and Technology you will learn about the design process. You will be encouraged to ask and learn how and why products are made. You will have the opportunity to engage in real problems, collaborate, present</p>	<p>ASSESSMENT</p> <table border="1" data-bbox="1115 1410 2145 1481"> <thead> <tr> <th data-bbox="1115 1410 1899 1481">Description</th> <th data-bbox="1899 1410 2145 1481">Due Date</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 20px;"></td> </tr> </tbody> </table>	Description	Due Date		
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	<p>and critique ways of solving that problem and tinker, test and prototype solutions.</p> <p>Along the way you will develop strategies to support the fostering of dispositions that will enable you to be a 21st Century Learner.</p> <p>AREAS OF STUDY:</p> <ul style="list-style-type: none"> • Knowledge & Understanding <ul style="list-style-type: none"> ○ Design Process ○ Materials ○ Joining Methods ○ Personal Safety & Safe Workshop Practices • Design and Produce <ul style="list-style-type: none"> ○ Exploring & Defining ○ Ideation ○ Solution Development ○ Realisation ○ Manufacturing with various hand tools and machines. 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e67e22; color: white;"> <td colspan="3" style="text-align: right; padding: 5px;">(last lesson of-)</td> </tr> <tr> <td style="width: 10%;"></td> <td style="width: 70%; border-bottom: 1px solid #e67e22;">Design Folio</td> <td style="width: 20%; text-align: right; border-bottom: 1px solid #e67e22;">Week 19 In class</td> </tr> <tr> <td>Desk</td> <td style="border-bottom: 1px solid #e67e22;">Design (Project) Realisation</td> <td style="text-align: right; border-bottom: 1px solid #e67e22;">Week 19 In Class</td> </tr> <tr> <td>Tidy</td> <td style="border-bottom: 1px solid #e67e22;">Design Folio Check Point</td> <td style="text-align: right; border-bottom: 1px solid #e67e22;">Week 9 In Class</td> </tr> </table> <p>HOME STUDY FOCUS:</p> <ul style="list-style-type: none"> • Keep a record of assessment due dates (as detailed above) • Carefully read the associated task sheets and develop an understanding of the task requirements. Seek further assistance if required. • Set achievable goals to ensure the Folio is completed in time. Use the headings/sections of the Folio as goals and determine a realistic time frame to have the section completed. • Learning Strategies to support the components of the product design process – as detailed in the Folio handout. • Refine the process of documenting ideas through sketching and rendering by practicing basic techniques in these two areas. • Gather your own research of different types of Desk Tidies in the development of your design. 	(last lesson of-)				Design Folio	Week 19 In class	Desk	Design (Project) Realisation	Week 19 In Class	Tidy	Design Folio Check Point	Week 9 In Class
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Digital Technology	Students will be using their English note taking and paragraphing skills to publish a report in Microsoft Word.	Encourage your child to practise their typing at home. It is also good for them to have a word document that they are working on at home so that they can practise the skills they have learned in class.												
Japanese	<p>Do you want to build an Alien?</p> <p>Students create and describe imaginary creatures (Aliens), including planet where the aliens come from and physical appearance and make an alien album on MS PowerPoint and report orally on their unique aliens.</p> <p>Students will be assessed formatively at check-in periods throughout the term and through summative assessment.</p> <p>Assessment is ongoing and is in the form of observations, checklists, one-on-one interviews with the teacher, role-plays and quizzes.</p>	<p>Log your child onto : ST PAUL'S JAPANESE WEBSITE http://spsjapanese.wix.com/sps-japanese You can find your child's Year Level under "Year Levels" tab. Watch some videos and try some of the links to games and activities and have fun!!!!!! Have your child log on to the website at least twice per week:</p> <p>NEW STUDENTS : Try the "HIRAGANA PART 1"PAGE or "SPEAKING PART 1" PAGE At: http://spsjapanese.wix.com/sps-japanese</p>												

RAVE	God' Big Promise. Students are learning that God makes and keeps his promises and that the promises in the Old Testament lead towards Jesus.	Encourage your child to discuss their personal understanding of their RAVE Lessons. Encourage open questions and conversation.

TIME	TOPIC	LESSON CONTENT - HPE			RESOURCES	ASSESSMENT
		PRACTICAL	PRACTICAL	HEALTH		

<p>Weeks 1-10</p>	<p>Swimming & Indigenous Games</p>	<p>Swimming</p> <p>In this unit, students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke, and solve safety and survival challenges.</p> <p>Students will:</p> <ul style="list-style-type: none"> • develop arm, leg and breathing movements to perform recognised swimming strokes • understand how timing and effort affect movements and overall stroke performance • refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge 	<p>Indigenous Games</p> <p>In this unit, students will experience a range of different indigenous games from different activity groups, e.g. net games, invasion games, and individual games. Students will begin to appreciate the history and traditions of the game and gain an understanding of the use of the natural environment within indigenous games.</p>	<p>Health Channels</p> <p>Weeks 3-12</p> <p>In this unit, students examine different sources of health information and how to interpret them with regard to credibility, relevance and inescapable truths. Students identify health messages directed at them and the influences they have on them. They explore strategies to assist children interpreting the messages to make better choices.</p>	<p>Swimming</p> <ul style="list-style-type: none"> -SPS Swimmers -Swim Cap -Sun-shirt -Towel -Goggles (optional) -Thongs -Sunscreen <p>Indigenous Games</p> <ul style="list-style-type: none"> -PE Uniform -Hat -Water Bottle -Sunscreen <p>Health Channels</p> <ul style="list-style-type: none"> -School workbook (Provided) 	<p>Swimming</p> <p>Ongoing assessment throughout Term 1 focusing on the 4 different stroke techniques.</p>
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Weeks 11-20	Athletics & Netball/ Basketball	<p>Athletics (Run, Jump, Throw) In this unit, students combine fundamental movement skills to perform athletic sequences. Students will:</p> <ul style="list-style-type: none"> • refine fundamental movement skills of running, throwing and jumping • combine fundamental movement skills to form sequences • apply the elements of movement to refine sequences • apply sequences to perform athletic events. • Practice cross country strategies in preparation for inter house carnival 	<p>Netball/Basketball In this unit students will be taught by the Year 9 students the fundamental skills of Netball and basketball.</p> <ul style="list-style-type: none"> • practise and refine fundamental movement throwing and object control skills • consider and combine the concepts and strategies when participating in various activities • understand and apply rules • use creative thinking to transfer and apply fundamental movement to new contexts and game situation 		<p>Athletics & Netball/ Basketball</p> <ul style="list-style-type: none"> -PE Uniform -Hat -Water Bottle -Sunscreen 	<p>Athletics</p> <p>On-going assessment across Running, Jumping and throwing events.</p> <p>Netball/ Basketball</p> <p>Assessment across skills performed in isolation and game situations transfer.</p>
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HOME STUDY FOCUS

- Encourage your child to play outside for 30 minutes a day. This will help them to discover the importance of being active and be creative in their play.
- Encourage your child to show you what they have learnt in PE. Demonstrations in the backyard or in the lounge room encourage the students to become more confident and reinforce what they have learnt.
- Promote a healthy and an active lifestyle.
- Try to encourage your child to be active each day through example.
- Discuss situations that happened at school and help them to create strategies to develop positive relationships.
- Discuss ways to help other students who may be experiencing difficulties.
- Discuss the family heritage and cultural identities
- Recognise how Health issues are portrayed in the media and discuss its impact with positive and negative outcomes.

ADDITIONAL INFORMATION

Uniform:

The first priority is to be changed into appropriate clothing for the activity you are engaged in. On occasions when PE gear is unavailable for some reason students are to bring an alternative. Junior School students should bring a note from parents requesting the change for that day. It is expected that this will not occur on more than one occasion per semester.

PE lessons:

Green School PE shorts, green all purpose or coloured House shirt, white socks and sandshoes. For outdoor lessons a School Hat must be worn. Appropriate sports footwear (or school shoes if it is unavailable) must be brought to all non-swimming lessons unless specifically told not to.

Valuables:

All valuables are to be left within the classroom and brought to the attention of the class teacher.

Jewellery

The wearing of watches, chains and sleeper earrings are to be removed prior to the PE Lesson or left at home on these particular days.

Books

Students will be provided with a Work Book for their Health lessons. This book needs to be present for all sessions and wherever Homework for the subject has been sent home, please return this back to school prior to the Health lesson timetabled.