



Year Four Learning Outline Term Three 2018

Subject	Summary of Content	How you can help your child
English	<ul style="list-style-type: none">• Read various information texts in Differentiated Guided Read groups and summarise the text verbally to strengthen memory recall.• Participate in various response-based lessons to show empathy and understanding for characters and people who have experienced discrimination or exclusion. [Link to Civics and Citizenship]• Be explicitly taught a selection of creative writing techniques, with the hope that these will be transferred into their monologue paragraph.• Write a monologue about a character who has witnessed or experienced discrimination or exclusion. [Link to Civics and Citizenship]• Perform the monologue as their speaking assessment.• Be involved in a Novel Study for the book <i>Meet Grace</i>. Reading of this book will be through gradual release of responsibility. Activities will also be released from teacher-led to group-work to individual completion.• Be expected to use cursive writing in "good copy" situations at least; with the hope that many students will begin using cursive writing in everyday bookwork.• Be explicitly taught the phonemes and graphemes through the Sound Waves spelling program, and be tested on the list and challenge words each week, according to ability.• Be explicitly taught the weekly grammar focus, and the concept will be reinforced throughout the term.• Complete editing tasks each week with the expectation that these skills will be used in everyday writing tasks.	<ul style="list-style-type: none">• Help your child learn their weekly spelling - these are posted on Seesaw each week.• Encourage your child to read aloud at home, or to verbally summarise the text to you after reading.• Speak often about respectful choices and the importance of making everyone feel supported and welcome.• Encourage writing at home, and the improvement of this writing by editing. Reinforce with your child that editing is not just changing spelling.• Discuss 'different' writing techniques that authors have used in nightly reading books (e.g. similes)• Encourage your child to use cursive handwriting whenever possible.• Create opportunities for your child to 'present' topics to a mirror/camera/audience.
Science	<ul style="list-style-type: none">• Research and identify the factors that influence how a seedling germinates.• Understand the lifecycle of a growing seedling.• Discover what animals help/hinder growth of different plant species• Understand and explain why animals are important and what role they play in our environment• Engage and perform various scientific investigations and experiments	<ul style="list-style-type: none">• Discuss eucalypt and how it can be used amongst animals and humans• Look at the factors and structures of different trees, leaves and other plant life• Discuss lifecycles• Encourage your child to research the factors that hinder or help the growth of eucalypt• Draw annotated diagrams and scientific sketches to represent different native trees.
Maths	<u>Number</u>	<ul style="list-style-type: none">• Help them learn their times tables.

	<p>Fractions - common, equivalent, mixed numbers, improper fractions, reading, writing, on a number line and comparing</p> <p>Place Value - decimal tenths and hundredths</p> <p>Operations - Addition with renaming, subtraction with renaming including internal zeros (i.e. $3002 - 1728 =$), Multiplication 3 digit by 1 digit and 2 digit by 2 digit, Long Division</p> <p>Times Tables - all tables up to 10 (fluent)</p> <p><u>Measurement</u></p> <p>Graduated scales - how to read and use various graduated scales that measure length, capacity, time, mass.</p> <p><u>Geometry</u></p> <p>Perimeter, area, tessellations, symmetry</p> <p><u>Probability and statistics</u></p> <p>Conditions necessary for events to be dependent and independent of each other.</p> <p><u>Problem Solving</u></p> <p>Reading, understanding and solving word problems involving addition, subtraction, multiplication and division.</p>	<ul style="list-style-type: none"> • Talk about units of measurement in the real world - bake a cake with them, let them weight the fruit at the supermarket, talk about how long it takes to get to school (time passing). • Give them time to practise concepts that they are finding a challenge. • Mathletics - support them in completing Mathletics (even when there are not assigned tasks). Aim to get tasks mastered (these are the green bars).
Humanities	<p><u>History</u></p> <p>The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts.</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.</p> <p>The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments.</p> <p><u>Civics and Citizenship</u></p> <p>The differences between 'rules' and 'laws', why laws are important and how they affect the lives of people, including experiences of Aboriginal and Torres Strait Islander peoples.</p>	<ul style="list-style-type: none"> • Discuss their learning. This topic will involve some group and personal projects. • Assist them in extending their research at home. While this is not necessarily a homework task in year five and six students benefit from bringing their learning topics home to further explore. It is a good habit to form to entice their interests in classroom topics. • Talk to them about the differences between rules and laws in their life and why these are important to society.

	Students describe factors that shape a person's identity and sense of belonging.	
Visual Culture	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> • Built Environment Unit (completing work from Term 2) • Mixed Media artwork • Monster Plants <p>Formative Assessment: On-going observations and discussions</p> <p>Summative Assessment: Built Environment Mixed Media Piece Monster Plants</p>	<p>Please encourage your child to tell you about the art work that they are completing each week.</p> <p>Currently the Year 4 students are completing a unit of work on the built environment. They have engaged in several explorations of the built environment around our school looking at textures, patterns, lines and shapes in the structures around us. They have done rubbings, taken clay impressions, taken photographs and montaged them into artwork and completed drawings. They are currently completing an exploration of printmaking technique using a gel printing plate and acrylic media. Following these explorations, the students will create a mixed media artwork employing some of the techniques and processes that they have learned over the last semester.</p>
Music	In Term 3 and 4, Year Four students will be learning about Music from the Movies. We will look at the purpose of music in film - to suggest the time and place, to show characters or ideas, to create a mood or atmosphere, and to express the emotions of the characters. Students will listen to and learn music from a number of key films and composers. 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 be learning how to analyse the music they hear, by asking questions such as: What instruments can I hear? Why would the composer have chosen that particular instrument? What sort of mood does this music create? They will also compose their own music to suit a movie scene.	When you watch movies or television with your child, listen purposefully to the background music. Have a conversation with your child about the role the music is playing. Is it making you think of a particular place, or era in time? Is it the theme song of a character? Is it making you feel a certain way? Is it demonstrating how the character on screen is currently feeling? Try to notice the music you might not otherwise have focussed on - perhaps the long, slow notes being played on the strings to make you feel sad during an emotional scene, or the way the music is building gradually in tension to the point where something scary is about to happen. 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.
PE	See attached	
DTE	See attached	
Digital Technology	Scratch - Coding and solving problems with algorithms	Let them log into Scratch at home and practise their coding. This is an important skills for the future.

	Students will use the Scratch Program to write a Quiz about their history topic.	
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 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</p> <p>http://spsjapanese.wix.com/sps-japanese</p> <p>You can find you child's Year Level under "<i>Year Levels</i>" tab.</p> <p>Watch some videos and try some of the links to games and activities and have fun!!!!!!</p> <p>Have your child log on to the website at least twice per week:</p> <p>NEW STUDENTS : Try the "<i>HIRAGANA PART 1</i>"PAGE or "<i>SPEAKING PART 1</i>" PAGE</p> <p>At: http://spsjapanese.wix.com/sps-japanese</p>
RAVE	<p>How does God keep his promises?</p> <p>Last Semester we learnt about God's Big Promise. This Semester we continue from this topic and learn how God keeps his promises.</p> <p>Exodus, Numbers, Deuteronomy.</p>	<p>Read from the Bible.</p> <p>Ask you child what they have learnt about in RAVE and discuss the stories and the message.</p>

Learning Outline

Year 4 HPE

Semester #2 – 2018

TIME	TOPIC	LESSON CONTENT	RESOURCES	ASSESSMENT
		PRACTICAL		
Weeks 3-10	Cricket	<u>Cricket</u> Students develop and apply overarm throwing, catching and object control skills (with small balls) to participate in various striking and fielding games. They apply rules fairly. Students will: <ul style="list-style-type: none"> • practise and refine fundamental movement for throwing, catching and object control • consider and combine concepts and strategies when participating in independent practice and small sided games and activities • understand and apply rules • use creative thinking to transfer and apply fundamental movement skills to new contexts and modified game situations. • develop teamwork through communication skills during small sided modified games 	<u>Cricket</u> - PE Uniform -Hat -Water Bottle	<u>Cricket</u> On-going practical assessment through professional observations during the entire unit
Weeks 11-19	Artistic Performance	<u>Artistic Performance</u> Students practise and refine fundamental movement skills to perform the circus skills of balancing and juggling. They work cooperatively to create artistic performances across a range of contexts. Students will: <ul style="list-style-type: none"> • develop fundamental movement skills to perform the circus skills of balancing and juggling • understand how the elements of movement affect skill performance • work cooperatively to solve challenges and perform circus skills • create and perform movement sequences using fundamental movement skills and the elements of movement. 	<u>Artistic Performance</u> -PE Uniform -Hat -Water Bottle	<u>Artistic Performance</u> Performances are observed on a number of occasions (checkpoints) throughout the unit of work.

All semester	Health	<u>Netiquette and Online Protocols</u> Students explore and implement strategies to interpret health information and messages on the internet. They describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe using the net. They explore respect and empathy and how important it is in relationships on the net.	<u>Health</u> -Booklet -	<u>Health</u> -Booklet work is assessed as well as an in class written response at the end of the unit
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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 online safety, digital footprints, screen time and alternative options to screen time

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 lessons unless specifically told not to. Occasionally a Health lesson will become a PE lesson (practical). Students will be notified in advance of such occurrences.

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 at school for all lessons and wherever Homework for the subject has been sent home, please return this back to school prior to the Health lesson timetabled.

Year 4**Design Technology****Learning Outline****Semester 2, 2018**

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 and critique ways of solving that problem and tinker, test and prototype solutions.

Along the way you will develop strategies to support the fostering of dispositions that will enable you to be a 21st Century Learner.

AREAS OF STUDY:

- Knowledge & Understanding
 - Design Process
 - Materials
 - Joining Methods
 - Personal Safety & Safe Workshop Practices

- Design and Produce
 - Exploring & Defining
 - Ideation
 - Solution Development
 - Realisation

- Manufacturing with various hand tools and machines.

ASSESSMENT

Description		Due Date (last lesson of-)
Desk Tidy	Design Folio	Week 17 In class
	Design (Project) Realisation	Week 17 In Class
	Design Folio Check Point	Week 9 In Class

HOME STUDY FOCUS:

- 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.

ADDITIONAL INFORMATION

Students and Parents may refer to the following information:

- Mr Justin Hill – j.hill@stpauls.qld.edu.au