



Year Four Learning Outline

Term Four 2018

(Please note some units were Semester Units so Learning Outline will be similar in some cases to Term Three)

Subject	Summary of Content	How you can help your child
English	<p>By the end of the unit the children will:</p> <ul style="list-style-type: none">Understand and experiment with a range of devices and deliberate word play in poetry and create own poems with these devices using graphic organiser-poetry logDeliver poetry presentations to the class as an individualLanguage devices:<ul style="list-style-type: none">Nonsense wordsAlliterationPunsSpoonerisms	<ul style="list-style-type: none">Encourage your child to read form a wide range of texts on a daily basisHelp your child to learn spelling wordsEncourage your child to write and edit their own workTry and hear your child read aloud at least once a week.Assist with Speaking task- be an audience and give feedback regarding<ul style="list-style-type: none">Eye contactVoice projectionFluencyEntertainmentPostureCheck for correct spelling and punctuation in written homework task.
Science	<p><u>Forces</u></p> <p>Students learn that there are various forces in play to make an object move and stop. They expand on this basic knowledge of push and pull to consider the effects of gravity, momentum and inertia. They consider Newton's Law. They will be involved in a design project to demonstrate their understanding.</p>	<p>Test their vocabulary knowledge and see if they can apply their understanding to real world situations. Question them about their understanding and how to apply it.</p> <p>Vocabulary: Push, pull, gravity, momentum, resistance, inertia, friction.</p>
Maths	<p><u>Number</u></p> <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>	<ul style="list-style-type: none">Help them learn their times tables.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).

	<p><u>Measurement</u> Graduated scales - how to read and use various graduated scales that measure length, capacity, time, mass.</p> <p><u>Geometry</u> Perimeter, area, tessellations, symmetry</p> <p><u>Probability and statistics</u> Conditions necessary for events to be dependent and independent of each other.</p> <p><u>Problem Solving</u> Reading, understanding and solving word problems involving addition, subtraction, multiplication and division.</p>	<ul style="list-style-type: none"> • 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>Students describe factors that shape a person's identity and sense of belonging.</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.
Visual Culture	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> • Built Environment final artwork • Decorative Ceramic Bird (time permitting) <p>Formative Assessment:</p> <p>On-going observations and discussions</p> <p>Summative Assessment:</p> <p>Built Environment folio of work as well as final artwork</p>	<p>Please continue to encourage your child to tell you about the art work that they are completing each week.</p> <p>The Year 4 students are currently completing a huge unit of work inspired by the built environment. Over the past few terms they have explored texture and pattern in the environment through rubbings, castings, photography, drawing and printmaking. The students are now using all the techniques and ideas that they have</p>

		<p>explored to compile a finished artwork. These are large-scale (A2) pieces and have been very much self-directed by the students. I have been amazed with the creativity and originality that the students have demonstrated on this task and I am looking forward to seeing them complete them over the next few weeks.</p> <p>Following the completion of the Built Environment pieces and, time permitting, the students will design a small ceramic bird. This will take the form of a relief tile with the students exploring slab-rolling technique and creating texture and pattern in the clay surface. The birds will be under-glazed and fired before other elements will be added. This is a fun project employing materials such as clay and wire that students of this age group love working with.</p>
Music	<p>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.</p>	<p>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.</p>
PE	See attached	
DTE		
Digital Technology	<p>Scratch - Coding and solving problems with algorithms</p> <p>Students will use the Scratch Program to write a Quiz about their history topic.</p>	<p>Let them log into Scratch at home and practise their coding. This is an important skills for the future.</p>
Japanese	Do you want to build an Alien?	Log your child onto : ST PAUL'S JAPANESE WEBSITE

	<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>http://spsjapanese.wix.com/sps-japanese</p> <p>You can find you child's Year Level under "Year Levels" 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 "HIRAGANA PART 1"PAGE or "SPEAKING PART 1" PAGE 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 your 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

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.