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|  | **Year 4 Term Overview** | Term 12024 |

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**Curriculum Focus**

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| **English**  | **Mathematics**  |
| In English the focus will be on these areas:***Reading/Writing:***Students will be:-reading ‘Bungawitta’ and using an inquiry focus to research the outback and create a new episode to fit in between chapters-answer comprehension questions relating to chapters in ‘Bungawitta’-use language features such as noun groups, verbs, adverbs and phrases to add detail to texts-create a structured text (orientation, complication and resolution) to explain ideas for an audience- create a text that shows how images and detail can be used to extend ideas in writing -demonstrate an understanding of grammar and apply to writing-uses accurate spelling and punctuation to written tasks-regular practice of re-reading written work-using resources to edit work to improve meaning***Speaking and Listening:***-class discussions-oral presentations individual, pairs, group-practice reading writing tasks aloud to peers and the class**Spelling:** * Taught daily – individualised lists for students
* Spelling activities related to word meaning
* Spelling activities completed for homework

**Reading Groups:** Students will focus on the following comprehension strategies: * Self-Monitoring
* Visualising
* Making Connections
* Questioning
* Summarising
* Inferencing
* Activating prior knowledge
 | **Number:*** solve problems involving multiplying or dividing natural numbers by multiples and powers of 10 without a calculator, using the multiplicative relationship between the place value of digits
* Problem solving and inquiry-based questioning
* Multiplication and related division facts
* Place value to at least tens of thousands
* count and represent fractions on a number line
* students use their understanding of place value to represent tenths and hundredths in decimal form and to multiply natural numbers by multiples of 10
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| **Space:*** identify line and rotational symmetry in plane shapes and create symmetrical patterns
* create and interpret grid references
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| **Statistics:*** create many-to-one data displays, assess the suitability of displays for representing data and discuss the shape of distributions and variation in data
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| **Science** | **Humanities and Social Sciences**  |
| **Forces:**In this unit: -Students will explore the *inquiry question*: How do contact and non-contact forces affect interactions between objects?Students will: * follow the LAUNCH process to research, investigate and learn how types of forces react differently with objects.
* Through investigating games, students learn about forces.
* Students will make predictions, ask questions, record observations and explain their findings.
* They will communicate their knowledge using words and labelled diagrams.
 | **Key Inquiry Question -** Who has left a footprint in Australia?  How has it shaped our country? -Students will investigate how Australia has changed over time and continues to change. -Students will explore how certain events in our history have particular significance for people, for a range of reasons. -They will explore concept of change, discovering ways in which the past has made us who we are through examining the **d**iversity of experiences of people in Australia prior to 1788 and the events and causes of the establishment of the first British colony.  |
| **Technologies** | **The Arts**  |
| Students will use the **LAUNCH Design Cycle** to design and create a game that will be enjoyable to play by children of their age, demonstrating their knowledge of contact and non-contact forces.  | **Visual Art:** To be assessed in Term 3 |
| **Media:** To be assessed in Term 2 |
| **Drama:** In Drama, students perform a scripted drama of ‘The Twits’.  Students learn to use relationships, tension, time and place when performing to their peers.   |
| **Dance:** To be assessed in Term 3 |
| **Classroom music:** Students will perform, compose, and analyse music using the following musical elements:  **Rhythm:** Ta, Ti-ti, Za, Tika-Tika, Toom and Four; rhythmic patterns on percussion; ties **Pitch:** singing with musicality; do, re, mi, so, la; staff; melodic patterns on percussion; treble clef; Major 2nds, minor 3rds, Perfect 4ths; Perfect 5ths **Tempo:** Fast/Slow; Presto/Largo; other variations of tempo **Form:** Ostinato; repeat; phrasing; same/different; Question/Answer; other **Timbre:** Woodwind, Percussion **Texture:** Canon; part-work  |
| **Health and Physical Education**  | **Japanese (if applicable)** |
| **Health:** -Students examine influences that strengthen their identities, including their heritage and culture. | Students will learn basic Japanese greeting and formulaic expressions. To support their learning, they will learn basic classroom instructions such as:‘listen, sit down and stand up’.-They will learn to respond to and state their own name and to ask others their name. -They will learn to state what they like. -Students will notice differences in Japanese and Australian customs, for example bowing and emphasis on politeness. -Students will combine their knowledge of names, formulaic expressions and likes to introduce themselves to other Japanese speakers, using appropriate body language.-They will develop a growing understanding of the Japanese sound system by listening to their teacher and other Japanese speakers. |
| **Physical Education:** **Pool:**Water Safety/Survival Skills and Stroke Development. -Students will demonstrate safe practices and increasing confidence in water activities. -Students will be performing aquatic skills such as Sculling in various body positions, propulsions using the survival strokes Freestyle/breaststroke/ and side stroke.**Field:**-Students will aim to improve their athletic skills on the field.  |