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|  | **Year 4 Term Overview** | Term 3  2023 |

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**Curriculum Focus**

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| **English** | **Mathematics** |
| **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 | **Number and algebra:**  - Times tables- multiplication and related division facts 3, 6, 9,’s – x 10’s  - Strategies for calculations involving multiplication and division.  - Describe number patterns resulting from multiplication.  - Develop and use efficient mental and written strategies to solve worded problems  - Recognise, represent and order numbers to at least tens of thousands  - Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems  - Explore and describe number patterns resulting from performing multiplication  - Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies.  - Investigate equivalent fractions used in contexts.  -Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line. |
| **Measurement and geometry:**  - Compare the areas of regular and irregular shapes by informal means.  - Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies. |
| **Statistics and probability:**  - Select and trial methods for data collection, including survey questions and recording sheets.  - Construct suitable data displays, with and without the use of digital technologies, from given or collected data. - Include tables, column graphs and picture graphs where one picture can represent many data values. |
| **Science** | **Humanities and Social Sciences** |
| **Topic: Life Cycles**  **Inquiry Question:** What are the key stages in the life cycle of an endangered Australian animal?  What are the relationships that affect the ongoing survival of the endangered Australian animal?  **In this Unit students will understand that:**  - different organisms have different life cycles.  - factors in the environment effect how organisms develop, prosper and survive.  - organisms rely on each other for food, protection and reproduction  **Students will:**  - draw, label and describe the life cycle of different organisms.  - describe factors that may affect how animals live and interact with each other. | **Inquiry Question:** what are the interconnections between components of the environment and between people and the environment?  How do we use information to sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions?  **In this Unit students will:**  Understand from different sources:  - understand the natural resources used by people  - understand how people use natural resources  - understand the unique relationship indigenous peoples have with their environment  - understand how we use resources unsustainably and sustainably  - understand that sustainability is achieved in different ways   * - discuss ways that ‘reduce, reuse, recycle and replace’ (household recycle bins, reusing plastic shopping bags, reducing waste by packing lunches in reusable containers, replacing plastic food wrap with reusable options/containers)   - identify and explain the reasons why waste is an issue   * - discuss and identify the issues of sustainable and unsustainable waste management practices within a school community |
| **Technologies- Digital** | **The Arts** |
| **Students will:** explain how the same sets can be represented in different ways.  **Inquiry Question:**  How can you represent data to improve your healthy habits?  **In this Unit students will understand:**  - graphing conventions and the definitions of parts of a bar graph  - different data types observed and used to make conclusions and decisions  - data can be collected and entered into a spreadsheet using software  - technology can be used to solve every day problems  **Students will learn to:**  - Label and construct a bar graph using correct conventions  - Build code from the provided exemplar  - Enter data into a spreadsheet using excel  - Convert data from spreadsheet to graphical form using excel  Keyboarding skills:  - Practice using Typing Tournament | **Visual Art:**  Students will plan and make artworks that are inspired by artworks they experience, and they will use visual conventions, techniques and processes to communicate their ideas.  **Learning will consist of being able to:**  - understand how they and others use visual conventions in artworks.  **In this unit, the students will:**  - explore the elements of visual art – focus on colour, shape, line and space.  - explore different textures of objects  - experiment with various techniques to create designs  - use materials and tools used to create artworks. |
| **Dance:**  - Students will learn how to choreograph a dance to tell a story using choreographic devices and the elements of dance. Students will be able to discuss the elements of dance and how they apply the elements into their performances. |
| **Classroom music:** Semester 2 – Term 3  Counting in 3s  Students will focus on creating music in 3/4 time on untuned percussion.  They will perform a rhythmic composition in groups as a:  -canon  -reflect on their work using musical terminology associated with rhythm, timbre, form, texture, and expression.  **Rhythm:** Ta, Ti-ti, Za, Tika-Tika, Toom, Four and Ti-tika; 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.  **Dynamics and Articulation:** pianissimo, fortissimo, crescendo, decrescendo. |
| **Health and Physical Education** | **Japanese** |
| **Health: Safety**  **Students will:**  - examine and interpret health information about cyber safety, cyberbullying and online protocols.  - reflect on young people's use of digital technologies and online communities, and identify resources to support their safety. | **Japanese:**  Students will learn: the words for subjects and will explain what they study at school.  They will: increase their knowledge of Japanese classroom objects and classroom instructions, including asking for permission  (e.g. may I go to the toilet?).  **Students will:**  *-* use basic adjectives (fun, exciting) to communicate about their school subjects.  -create a visual representation of their school and will explain what they do in each space. |
| **Physical Education: Field:**  **Students will:**  - combine elements of effort, space, time, objects and people when performing movement sequences through the game of Olympic (European Handball)  - apply ball skills and use basic rules and scoring systems to demonstrate fair play when participating in these games.  - through the use of questioning, students will be asked to collaborate and solve movement challenges. |