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|  | **Year 4 Term Overview** | Term 1  2024 |

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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 |
| **Space:**   * identify line and rotational symmetry in plane shapes and create symmetrical patterns * create and interpret grid references |
| **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 |
| **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. |