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|  | **Year 4 Term Overview** | Term 32023 |

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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
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| **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 3Counting 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. |