



3/4T Class News (Year 4) Term 1 – 2021

Aim High

Teacher: Ben Tate

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Points of interest

The first bell rings at 8:20am. School begins at 8:30am. Please ensure students are on time.

Mon 15 February – School Photos

Tues 9 March – Cross country

Wed 17 March – Year 6 Camp

Tues 23 March – Parent Teacher Interviews

Thurs 1 April – Last day of Term

Fri 2 April – Good Friday Holiday

Specialist Lessons to remember

Homework is due on Friday each week.

Library borrowing is Thursday. Please bring a library bag to take home a book.

Assembly Alternate Mondays at 1:30pm in the hall. Please check weekly update for dates.

Music is Wednesday at 11:45 am.

P.E is Wednesday at 11:15 am.

Japanese is Thursday at 1:30 pm.

Curriculum focus – what we will be working on in class this term

	Content	Assessment
English	Students will read "The BFG" by Roald Dahl. They will examine and analyse the language features used by the author to shape the readers thoughts. They will listen and express the opinions of others in relation to a text. Students will sequence their writing into paragraphs and use a variety of simple and compound sentences to create meaning. They will use language features, such as noun groups, verb groups and adjectives to link and sequence ideas.	Students will explain how language choices develop a character to engage the reader's interest. Students will write a narrative, creating two contrasting characters, and establish a setting.
Maths	In Number, students will read, write, partition, order and represent four and five digit numbers. They will represent fractions and place them on a number line. Students will model and represent tenths and hundredths as fractions. In Measurement, students will investigate flip and turn in relation to symmetry. They will identify symmetry in the environment. Students will identify features on maps, follow directions to locate items, give directions and use a compass to give directions, apply basic scale to a map. In Statistics and Probability, students will collect, represent and draw conclusions from sets of data. They will use technology to represent findings from surveys they have created.	Students create symmetrical shapes and patterns. They interpret information contained in maps. Students describe different methods for data collection and representation, and evaluate their effectiveness. They construct data displays from given or collected data. Students locate familiar fractions on a number line.

	Content	Assessment
Science	Students will investigate life cycles and sequence key stages in the life cycles of plants and animals. They will plant seedlings in order to observe plant life cycles, and observe how changes in conditions affect plant growth. Students will examine relationships between living things and their dependence on each other and on the environment.	Students will understand how relationships of living things impact their life cycle. They will describe relationships that assist the survival of living things. Students will sequence key stages in a life cycle of an animal, and identify the actions being implemented by humans to protect it.
HASS	Students will draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were, and continue to be, affected by British colonisation. They will make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia. Students will investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people.	Students will explain aspects of life before, during and after the European settlement of Australia. They will order key events in Australia's history and identify past experiences of people in Australia. Students will pose questions and locate information to answer them. They will distinguish between fact and opinion and share points of view, while respecting the views of others.
The Arts Drama	Students will explore ideas and narrative structures in Dreaming stories and Before Before time stories through roles and situations and use empathy in their own improvisations and devised drama. They will use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place. Students will shape and perform dramatic action using narrative structures and tension in devised and scripted drama. They will identify intended purposes and meaning of drama using the elements of drama to make comparisons.	Students devise, perform and respond to drama about Country/Place.
Technology Digital	Students should develop an understanding of computer programming as a series of instructions that can change depending on different user inputs or conditions	Students will create an algorithm that addresses a defined problem. They will then write this algorithm using a visual programming language.
Health	Students will identify strategies to keep healthy and improve fitness. They will explore the Australian guide to healthy eating and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will also create meal plans that reflect health messages.	The assessment task requires students to recognise strategies for managing change. They will interpret the Australian guide to healthy eating and discuss the influence of health messages on healthy choices. They will also use decision-making skills to select strategies to stay healthy and active.
P.E	Students will learn to refine their striking/fielding skills and concepts in active play and games. They will also learn to apply skills, concepts and strategies to solve movement challenges in striking/fielding games. Students will learn to apply strategies for working cooperatively and applying rules fairly.	Students will be assessed on their proficiency to perform the following: striking a ball to a target, fielding and throwing to a target, completing batting and fielding challenges in game situations They will be assessed on how they work cooperatively and apply rules fairly with a partner and in small groups during active play, drills and games.
Music	This term students will learn the basics of playing the recorder. They will also learn performance techniques like call and response and the use of repeat signs.	Students can play the recorder using good technique as well as rhythmic and melodic accuracy. Students can also imitate sounds they hear and identify and perform repeat signs.
Japanese	Students will revise a Japanese self-introduction using formulaic grammar throughout the term with the main focus being on learning to recognise the Hiragana script. They will also participate in a variety of cultural activities aligned with the Japanese calendar.	<ol style="list-style-type: none"> 1.Fortnightly hiragana recognition testing. 2.Reading comprehension test in hiragana. 3.Self-introducton 1:1 interview with Sensei.