



Teacher: Belinda Ronnfeldt

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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
- Wed 24 February – Year 4 Parent Information Session
- Tues 9 March – Cross Country
- Mon 22 March – Thurs 1 April – Swimming Lessons
- Tues 23 March – Parent Teacher Interviews
  
- Thurs 1 April – Last day of Term
- Fri 2 April – Good Friday Holiday

**Specialist Lessons to remember**

- Assembly** Alternate Mondays at 1:30pm in the hall. Please check weekly update for dates.
- Japanese** is Wednesdays at 9:30am.
- Library** borrowing is Wednesdays at 11:15am. Please bring a library bag to take home a book.
- Music** is Thursdays at 9:30am.
- P.E** is Thursdays at 10:00am.

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

	Content	Assessment
English	Students will read "The Twits" by Roald Dahl, and examine and analyse the language features and techniques used by the author. Students will build their understandings that texts have different text structures depending on purpose and context. They will also explain how language features, images and vocabulary are used to engage the interest of audiences. When reading, students will continue to build the skills needed to decode complex vocabulary and build their understanding of complex language structures.	Students will create a new chapter for the narrative for an audience of their peers. They will plan, draft and edit their chapter and write a description for an illustration related to their writing.
Maths	<b><u>Number and place value</u></b> – make connections between representations of numbers; partition and combine numbers flexibly; recall multiplication facts; formulate, model and record authentic situations involving operations; compare large numbers; generalise from number properties and results of calculations; identify odd and even numbers; and apply operations to odd and even numbers. <b><u>Fractions and decimals</u></b> - communicate sequences of simple fractions. <b><u>Using units of measurement</u></b> - use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths. <b><u>Chance</u></b> - compare dependent and independent events and describe probabilities of everyday events. <b><u>Data representation and interpretation</u></b> - collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.	Students use the relationships between the four operations and odd and even numbers.  Students identify dependent and independent events and explain the chance of everyday events occurring.
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.

	<b>Content</b>	<b>Assessment</b>
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	<b>Drama</b> - Students will use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place. They will shape and perform dramatic action using narrative structures and tension in devised and scripted drama. Students will identify intended purposes and meaning of drama using the elements of drama to make comparisons.	Students will devise, make and perform a drama based on storytelling. They will also describe and discuss drama made and viewed.
Technology	<b>Digital Technology</b> - Students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how we can reduce lunch waste).	Students will collect and use available lunch rubbish data and give reasons for representing data in different ways. They will evaluate and suggest changes to the information system that would better meet the need or adapt it to a different purpose. Students will automate data in a spreadsheet.
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	Unit: Bat, Catch Howzat! 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 extend their knowledge and skills when playing the recorder. They will also learn performance techniques like staccato and legato and revise their knowledge of reading the treble clef.	Students can play the recorder using good technique as well as rhythmic and melodic accuracy and using staccato and legato to enhance their performance.
Japanese	Students will revise a 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"> <li>1. Fortnightly hiragana recognition testing.</li> <li>2. Reading comprehension test in hiragana.</li> <li>3. Self-introduction 1:1 interview with Sensei.</li> </ol>