



Teacher: Sarah Moore

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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.

- District Cross Country Carnival: April 27
- Instrumental Music Students Orchestra Excursion: May 3
- Mother's Day Stall: May 5
- NAPLAN: May 10-13
- Gala Days: Friday April 29, May 27 and June 3
- Senior Athletics Carnival trials: afternoon session 23 May, full day 24 May
- School Photos: 25-26 May
- Senior Athletics Carnival: 6-7 June
- Year 5 Camp: 22-24 June

Specialist Lessons to remember

- Library** borrowing is Tuesday 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 Tuesday
- P.E** is Tuesday
- Art** is Monday
- Japanese** is Thursday

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

	Content	Assessment
English	<p>In this unit students will explore narrative texts in the form of picture books. They will identify and explain how text structures support the reader to understand the author's purpose and theme. They will describe literal and implied meaning.</p> <p>In writing students will create narrative stories with a central theme. They will demonstrate an understanding of how author's create texts by building to a climax through a series of events</p>	<p>Reading Comprehension: The Slightly Annoying Elephant by David Walliams</p> <p>Written: Picture book/short story</p>
Maths	<p>Year 4</p> <p>Number and Algebra: Students identify and explain strategies for finding unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students use the properties of odd and even numbers. They continue number sequences involving multiples of single digit numbers.</p> <p>Measurement and Geometry: They solve problems involving time duration.</p> <p>Year 5</p> <p>Number and Algebra: Students identify and explain strategies for finding unknown quantities in number sentences involving the four operations. They continue patterns by adding and subtracting fractions and decimals.</p> <p>Measurement and Geometry: Students convert between 12- and 24-hour time.</p>	<p>Year 4</p> <p>2 short answer tests</p> <ul style="list-style-type: none"> Investigating odd and even numbers and multiplication patterns, and finding unknown quantities: To identify the relationships between odd and even numbers, identify unknown quantities and describe number patterns. Time Units and Duration: To use and convert units of time, and solve problems involving time duration. <p>Year 5</p> <p>2 short answer tests</p> <ul style="list-style-type: none"> Counting patterns and finding unknown quantities: To identify and describe counting patterns resulting from addition and subtraction operations. To identify unknown quantities in number sentences involving multiplication and division. Calculating time: To convert between 12-hour and 24-hour time.

	Content	Assessment
Science	<p>Year 4: Fast forces! Students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games and complete games safely to collect data. Students will use tables and column graphs to organise data and identify patterns so that findings can be communicated. They will identify how science knowledge of forces helps people understand the effects of their actions.</p> <p>Year 5: Now you see it Students will investigate the properties of light and the formation of shadows. They will investigate reflection angles, how refraction affects our perceptions of an object's location, how filters absorb light and affect how we perceive the colour of objects, and the relationship between light source distance and shadow height. They will plan investigations including posing questions, making predictions, and following and developing methods. They will analyse and represent data and communicate findings using a range of text types, including reports and labelled and ray diagrams. They will explore the role of light in everyday objects and devices and consider how improved technology has changed devices and affected peoples' lives</p>	<p>Year 4: Written Investigation</p> <p>Assessment Purpose: To conduct an investigation about how contact and non-contact forces are exerted on an object. To design and investigate their own forces game, make a prediction, collect data and identify patterns. To identify when science is used to understand the effect of their actions.</p> <p>Year 5: Written Investigation</p> <p>Assessment Purpose: To plan, predict and conduct a fair investigation to explain everyday phenomena associated with the transfer of light. To describe how scientific developments have affected people's lives and help us solve problems. To describe ways to improve the fairness of their investigation and communicate ideas and findings.</p>
HASS	<p>Whole Class</p> <p>Students use their understanding of resource management and scarcity to identify the best use of the south east corner of the school grounds based on our school communities needs and wants considering both current and future needs. Take into consideration the wider community and how the use of the space could benefit them.</p> <p>Year 4 Only: Students describe factors that shape a person's identity and sense of belonging. They identify different views on how to respond to an issue or challenge.</p>	<p>Assessment Task: Collaborative Project</p> <p>Assessment purpose: Collect data from Year 4 and 5 students across RHSS to identify the needs and wants of the school. Categorise the data into categories and as a group select one idea and develop a proposal to be pitched to the Student Council and School Leadership.</p> <p>Year 4 Only: Investigate factors that shape identity</p>
Technology	<p>Students will investigate digital systems, devices and networks and develop a digital game that involves steps, branching and repetition.</p>	<p>Digital question and answer game.</p>
Health	<p>Being Healthy, Safe and Active</p> <p>Students will investigate individual identities and strengths within personal character. Make choices to manage physical and emotional change. Identify and practising strategies to promote health, safety and wellbeing.</p>	<p>Create a poster demonstrating character strengths and strategies to promote health, safety and wellbeing.</p>