



Teacher:

Ben Tate

Email: bdtat0@eq.edu.au

### **Points of interest**

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

Friday 30 July – Year 3 Bravehearts performance  
Wednesday 11 August- Exhibition (EKKA) Holiday  
Monday 16 August – Wednesday 18 August – Year 4 Camp  
Friday 3 September – Student Free Day

Other Dates to be confirmed:

Week 7 – Book Fair  
Week 9 – Colour Run  
Week 10 – Science Week  
Week 10 – Talent Quest

### **Specialist Lessons to remember**

**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 12:15 pm  
**Japanese** is Thursday at 1:30 pm.

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

	<b>Content</b>	<b>Assessment</b>
English	Students will understand how content can be organised using different text structures, depending on the purpose of the text. They identify literal meaning connecting ideas in different parts of a text. Students understand how language features are used to link and sequence ideas. Their texts include writing and images to express and develop, in some detail information. Students demonstrate understanding of grammar and choose vocabulary and punctuation.	<p><b>Written:</b> Students will write an information text about a native Australian animal. Their writing will need to be constructed using information provided to them about a known Australian animal.</p> <p><b>Comprehension:</b> Students will read and comprehend an information text and write responses to various questions based on the information they have read.</p>
Maths	<p><u>Year 3:</u> <b>Number:</b> Students will recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They will recall addition and multiplications facts for single-digit numbers. <b>Measurement:</b> Students recognise angles in real life situations. They will use metric units for length, mass and capacity. Students will make models of three-dimensional objects.</p> <p><u>Year 4:</u> <b>Number:</b> Students will choose appropriate strategies for calculations involving multiplication and division. They will recall multiplication facts to 10 x 10 and related division facts. <b>Measurement:</b> Students compare areas of regular and irregular shapes using informal units. They use scaled instruments to measure temperatures, lengths, shapes and objects. Students also classify angles in relation to a right angle.</p>	<p><u>Year 3:</u> <b>Number:</b> Students will need to recall addition, subtraction and multiplication facts for single-digit numbers and solve problems using efficient strategies. <b>Measurement:</b> Students will use metric units to measure and compare length, mass and capacity.</p> <p>Students will make a model of a three-dimensional object and recognise angles in real situations.</p> <p><u>Year 4:</u> <b>Number:</b> Students will recall multiplication and division facts and solve problems using appropriate strategies for multiplication and division. <b>Measurement:</b> Students will use scaled instruments to measure temperature, mass, capacity and length.</p> <p>To compare areas of regular and irregular shapes using informal units. To classify angles in relation to a right angle.</p>

	<b>Content</b>	<b>Assessment</b>
Science	<p><u>Year 3:</u> Students will investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They will explore how formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students will identify that heat energy transfers from warmer areas to cooler areas.</p> <p><u>Year 4:</u> In this unit 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 identify how science knowledge of forces helps people understand the effects of their actions.</p>	<p><u>Year 3:</u> Students will investigate the behaviour of heat to explain everyday observations. They will describe how safety and fairness were considered when conducting these investigations, then use diagrams and other representations to communicate their ideas.</p> <p><u>Year 4:</u> Students investigate how contact and non- contact forces are exerted on an object. students investigate the things that affect the distance a matchbox moves.</p>
HASS	<p><u>Year 4 - Sustainable Use of Places</u></p> <p>Students investigate and research how people use and are influenced by the environment. Students propose actions for caring for the environment and meeting the needs of people.</p>	Students conduct a research task of a country to determine how the environment meets the needs of the people who live there.
The Arts (Dance)	Students make and respond to dance by exploring dance used in celebrations from a range of cultures. They will improvise and structure movement ideas for dance sequences suitable for celebrations using the elements of dance and choreographic devices.	Students perform, choreograph and respond to dance used in celebrations from a range of cultures and communities.
Technology (Design)	Students investigate food and fibre production and food technologies used in modern and traditional societies. They design and make a lunch item that includes modern and traditional technologies. Students will explore how people in different times developed food and fibre technologies to meet human needs.	Students design and make a lunch item that includes modern and traditional technologies.
Health	<p><u>Year 3:</u> Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.</p> <p><u>Year 4:</u> Students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe.</p>	<p><u>Year 3:</u> Students will investigate sustainable practices at their school and make suggestions about extending a practice outside the school setting.</p> <p><u>Year 4:</u> Students reflect on young people's use of digital technologies and online communities, and identify resources available locally to support their safety.</p>
P.E	Students will perform various soccer skills such as dribbling, kicking, goal scoring and use them to solve movement challenges. They will apply offensive and defensive strategies to achieve movement outcomes in minor game situations.	Students will be assessed on dribbling using both feet, quickly and accurately around markers and passing using a ground push pass, demonstrating accuracy to a target with correct technique.
Music	This term students will work on their knowledge and skills when reading written music. They will also learn about the instruments used in concert bands and will learn to play tuned percussion instrument like the xylophone.	Students will be assessed on their ability to identify music notes they read, identify band instruments aurally and visually and play tuned percussion instruments.
Japanese	Students will continue to master the recognition of the hiragana script whilst studying a unit on Pets and Animals focussing on descriptive language. 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 testing.</li> <li>2.Reading comprehension test.</li> </ol>