



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.

Tuesday 19 October – True Relationships session (Yr 4 ONLY) – library 6:00pm – 7:00 pm

Friday 3 November Years 3-6 Swimming Carnival

Monday 6 December 11:00am – 12:00pm Christian Christmas Concert

Friday 10 December Last day of term 4 2021

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 11:45am.
P.E is Wednesday at 12:15pm.

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

	Content	Assessment
English	<p>Students understand that texts have different text structures depending on their purpose and context. They understand how language features and vocabulary are used for different effects and to engage the interests of an audience.</p> <p>Students understand how language can be used to express feelings on topics. They create texts that show understanding of how detail can be used to extend key ideas. Students create structured texts for an audience and make presentations to their peers.</p>	<p>Students will read a familiar poem and identify the purpose and mood of a poem as well as various poetic devices. They will then adapt the familiar poem and present it their peers.</p>
Maths	<p>Year 3:</p> <p>Number: Students model and represent unit fractions.</p> <p>Financial Maths: Students represent money values in various ways.</p> <p>Year 4:</p> <p>Number: Students recognise common equivalent fractions in familiar contexts and make connections between fractions and decimal notations up to two decimal places.</p> <p>Financial Maths: Students solve simple purchasing problems.</p>	<p>Year 3:</p> <p>Number: Students will model and represent unit fractions.</p> <p>Financial Maths: Students will represent money values in various ways and correctly count change from financial transactions.</p> <p>Year 4:</p> <p>Number: Students will recognise common equivalent fractions in familiar contexts. To count quarters, halves and thirds, including with mixed numerals. They will demonstrate and explain the connections between fractions and decimals to hundredths.</p> <p>Financial Maths: Students solve simple purchasing problems including the calculation of change.</p>

	Content	Assessment
Science	<p><u>Year 3:</u> Students will understand how a change of state between solid and liquid can be caused by adding or removing heat. They will understand the properties of solids and liquids and understand how to define an object as either a solid or a liquid. Students will evaluate how adding or removing heat energy affects materials used in everyday life.</p> <p><u>Year 4:</u> Students will investigate life cycles and sequence key stages in the life cycles of plants and animals. They will examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species.</p>	<p><u>Year 3:</u> Students will investigate about liquids and solids changing state when heat is added or taken away. Students make a prediction, record observations and suggest reasons for findings. Students describe how safety and fairness were considered.</p> <p><u>Year 4:</u> Students understand how relationships of living things impact on their life cycle. Students describe situations when science is used to understand the effect of actions, and organise and communicate findings.</p>
HASS	<p><u>Year 3:</u> Students will explore the following inquiry question: How and why are places similar and different? Students identify connections between people and the characteristics of places, interpret data to identify and describe simple distributions and draw conclusions. Students will also describe the diverse characteristics of different places at the local scale and explain their similarities and differences.</p> <p><u>Year 4:</u> Students explore the concept of 'place' with a focus on Africa and South America. They will describe the relative location of places at a national scale. Students will identify how places are characterised by their environments.</p>	<p><u>Year 3:</u> Students will identify, describe and interpret data about Australian places and explain the importance of making decisions democratically. They will also learn the role of rules in the community and actions in responses to an issue. Students will record and represent data in different formats, including labelled maps using basic cartographic conventions.</p> <p><u>Year 4:</u> Students conduct an inquiry to answer the following question: How can people use environments more sustainably?</p>
The Arts (Media Arts)	Students will describe and discuss the similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artwork.	Students will explore animation, sound and characters through humorous poetry. They will create a character animation to deliver an audio recording of a short, humorous poem.
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 investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.</p> <p><u>Year 4:</u> Students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios.</p>	<p><u>Year 3:</u> Students use decision-making skills to select and demonstrate strategies that help them stay healthy and active. Students understand the benefits of being healthy and physically active.</p> <p><u>Year 4:</u> Students interpret health messages in product advertisements. They apply decision-making skills in relation to a health message for a product.</p>