

## ENGLISH:

We are learning to:

- **Understand** that an explanatory paragraph has a particular text structure and its purpose is to **explain** ideas to an audience.
- **Describe** literal and implied meaning as we summarise a text.
- **Create** an explanatory paragraph to **explain** ideas for different audiences.
- **Use** language features to **create** coherence and **add** detail to their texts.

## MATHEMATICS:

- Students recognise common equivalent fractions in familiar contexts and count by quarters, halves and thirds, including mixed numerals.
- Students locate and represent fractions on a number line.
- Students will solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies.
- Students use the properties of odd and even numbers when representing numbers to at least tens of thousands.

## RELIGION:

**How do we share our stories across time and place?**

In Religion, students will recognise that the author's choice of text type in the Old Testament is important in understanding what the message was for the community of the time. They will identify the context, text type and language features for the Creation stories and the story of Joseph explaining how the context and language features affects the reader's understanding of the message in the past and in the world today.

## H.A.S.S:

### **The First Fleet and The British Colonisation of Australia**

This unit covers a range of concepts relating to the stories of the First Fleet; including reasons for the journey, who travelled to Australia, their experiences following arrival and the impact colonisation had on Indigenous Australians.

## VISUAL ARTS:

We are learning to:

- Explore how artists from different cultural backgrounds and times represent the human form to use as inspiration for their own representations
- Describe and discuss similarities and differences between artworks
- Discuss how visual conventions are used in artworks
- Collaborate to plan artworks
- Collaborate to make artworks
- Communicate ideas using: techniques, processes and visual conventions



## TEACHING AND LEARNING OVERVIEW YEAR FOUR: TERM 3, 2019 ST KIERAN'S PRIMARY SCHOOL

**Library:** 4 Gold: Monday; 12.05pm – 12.25am

4 Blue: Monday; 1.45pm – 2.15pm

**H.P.E:** 4 Gold: Wednesday; 11.05am – 11.45am

4 Blue: Wednesday; 12.25pm – 1.05pm

**Music:** 4 Gold: Wednesday; 11.45am – 12.25pm

4 Blue: Wednesday; 11.05am – 11.45am

**L.O.T.E:** 4 Gold: Wednesday; 12.25pm – 1.05pm

4 Blue: Wednesday; 11.45am – 12.25pm

## SCIENCE:

### **Beneath our Feet**

We live in a world that is constantly changing. Even things that we might consider immovable, such as mountains or rock formations are gradually changing, sometimes with processes that are visible in our lifetimes. The modifications might affect us either through catastrophic events such as landslides or through gradual processes that change the quality and composition of soils we rely upon for sustenance.

This unit provides opportunities for students to explore how natural processes and human activity shape their surroundings. Students' understanding of soils, rocks, and landscapes and how they change over time is developed through hands-on activities and student-planned investigations. Students also investigate factors that affect the erosion of soils.

### **SPECIALIST LESSONS:**

**LOTE:** *Students will learn how to talk about the weather and develop our listening skills by watching the NHK Weather news each week. We will learn about the rainy season, cherry blossom and autumn colour seasons as well. 面白い!*

**MUSIC:** *This term we are developing our note reading skills and our recorder skills. By the end of the term students will understand the notes G to D on the recorder and how to read them on the staff. Grade 4's will also be listening to different types of music to introduce the idea of dynamics (lounds and softs) and how they help to make interesting music.*

**HPE:** *This term in Physical Education, students will develop and refine the fundamental movement skills of cricket and t-ball. They will practice and apply the specialised movement skills to modified and full game situations. Student will apply basic rules and scoring systems and demonstrate fair play when participating in games and activities. They will also train in teams for Gala Day competitions.*

**TECHNOLOGY:** *The students will be exploring the Book Week books this term. They will focus on two texts to create meaning from and respond to the illustrations, characters and story line to create artwork that will be displayed in the library during Book Week.*

**DRAMA:** *After exploring the Book weeks texts using Drama, Visual Arts and Media. This term in Drama, students will work in small groups to create and perform to an audience a set of frozen images based around a set theme or given pre-text. Students will respond to their own and other's ideas and performances.*

### **DESIGN AND TECHNOLOGIES:**

#### ***What's your waste footprint?***

*In this unit 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 lunch waste can be reduced).*

#### **HEALTH:**

*Students will participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate their own heritage and culture and how it contributes to identity.*