

Year 4- Term 2

English – Unit 3 ‘Examining traditional stories’

In this unit students read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students plan, create and present a traditional story which includes a moral for a younger audience.

Throughout this unit students will:

- Read and comprehend traditional Asian stories
- Analyse the language features in traditional Asian stories
- Plan, write and edit a draft of their own traditional story with moral
- Publish their traditional story
- Present their story to a younger audience

English – Unit 4 ‘Exploring recounts set in the past’

In this unit students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. There are two assessment tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was present at the arrival of the First Fleet.

Throughout this unit students will:

- Read and comprehend historical journals
- Analyse language features in historical journals
- Examine opinions in historical journals
- Take on the role of a child at the time of the First Fleet’s arrival in Australia.
- Research the historical context
- Write planning notes about the character’s experiences
- Write and edit the recount for the presentation
- Rehearse and deliver the presentation to the class

Maths – Unit 2

This semester, students are learning to:

- Use the relationships between the four operations (addition, subtraction, multiplication and division) and odd and even numbers.
- Recall multiplication and division facts
- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems
- Recognise, represent and order numbers to at least tens of thousands
- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies
- Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line
- Investigate equivalent fractions used in contexts
- Interpret information contained in simple maps including simple scales, legends and directions.
- Investigate distance on a map using simple strategies to reason and solve location inquiry questions
- Compare angles and classify them as equal to, greater than, or less than, a right angle
- Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies.

Science – Unit 2 ‘Ready, set, grow!’

In this unit, students will show how relationships of living things impact on their life cycle. Students will describe situations when science is used to understand the effect of actions, and organise and communicate findings.

Throughout this unit students will:

- Draw a representation of the life cycle of a chosen animal or plant species.
- Describe the stages in the life cycle and how the life cycle contributes to the ongoing survival of the chosen species.
- List non-living and living elements in the environment that may affect the survival of the animal or plant species.
- Use research to identify an example of how science can help humans understand the effect of their actions on the ongoing survival of the chosen animal or plant species.
- Describe actions that have been taken or suggested by scientists to help improve the chances of the ongoing survival of the chosen animal or plant species.
- Use science understanding of relationships and life cycles to explain how each of the actions described will improve the chances of long-term survival of your chosen species

HASS (Humanities and Social Sciences) ‘Using places sustainably’

In this unit, students will conduct an inquiry to answer the following question: How can people use environments more sustainably?

Throughout this unit students will:

- explore the concept of 'place' with a focus on Africa and South America
- describe the relative location of places at a national scale
- identify how places are characterised by their environments
- describe the characteristics of places, including the types of natural vegetation and native animals
- examine the interconnections between people and environment and the importance of environments to animals and people
- identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places
- investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste
- recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments
- propose actions for caring for the environment and meeting the needs of people.

Health ‘Culture in Australia: Positive interactions’

In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.

Year 4- “Athletics Spectacle (High Jump)” –

Students are learning to use fundamental movement skills to perform a high jump (incorporating: working out run up length, approach, take off, scissor kick and landing). Throughout this unit, students perform running and jumping sequences in authentic situations.

Arts - ‘Drama’

Students will be creating a drama about an endangered animal. They will introduce characters, create a problem to be solved and solve the problem using relationships, time, tension and place.

Arts- Music

'Musical Characters and Action'

Students will perform and respond, Compose and Respond to action portrayed in media.

Technologies "Holey Moley – Build it!" – Students demonstrate an understanding of forces and properties of materials to build a mini golf course for Sphero to be showcased at "Holey Moley' Day. They explain how their design meets a set criteria and describe the choices of materials used in the design. Students will communicate their design using annotated and labelled drawings and identify appropriate materials and components. Students will evaluate their mini golf course against a set criteria.