

## Year 4 Term 3 Overview

### ENGLISH

Speaking & Listening	Reading and Viewing	Writing & Representing	Grammar, Punctuation & Vocabulary	Spelling
<p>Deliver a variety of both formal and informal oral presentations adjusting their manner and method according to audience and purpose. Eg. news, recounts, presentations and speeches.</p>	<p>Novel studies inc. The Paw Thing – Paul Jennings, The First Fleet – Roland Harvey and Callie’s Castle – Ruth Park examining, plot development and characters.</p> <p>Guided Reading using School Magazines and Thematic texts.</p>	<p>Identify and compose factual texts eg. recounts, historical recounts, information reports.</p> <p>Compose texts for self, class, and parents.</p> <p>Reread and edit own writing and explain the purpose.</p>	<p>Use of time connectives and joining words.</p> <p>Use modality appropriately, especially when writing persuasive texts eg. may, will, must.</p>	<p>Theme words from History unit of First Contacts.</p> <p>Theme words from Science and Technology unit of Heating and Cooling.</p> <p>Etymology of word origins and meanings.</p>
Responding & Composing	Handwriting and Using Digital Technologies	Thinking Imaginatively and Creatively	Expressing Themselves	Reflecting on Learning
<p>Students will express a point of view about a text or current event.</p> <p>Contribute appropriately to class discussions.</p> <p>Identify and discuss how texts have been structured to achieve their purpose and discuss ways of using language to shape readers' and viewers' understanding of texts. eg. idioms, similes</p>	<p>Students will further develop their NSW Foundation Cursive handwriting inc. speed loops.</p> <p>Use a range of software to construct, edit and publish written texts. eg. Microsoft Word, Powerpoint.</p>	<p>Students will be given the opportunity to think imaginatively when engaging with texts, using prediction, eg. to imagine what happens to characters after the text.</p>	<p>Students will make connections between their own experiences and those of characters and events represented in texts. eg. empathy with characters.</p>	<p>Students will learn to and be encouraged to recognise, reflect on and assess their strengths as a learner through self assessment and editing, learning journals and group feedback.</p>

### MATHS

Number and Algebra	Measurement & Geometry	Statistics and Probability
<p>Use a range of mental strategies for addition and subtraction involving two-, three- and four-digit numbers.</p> <p>Explain and record methods for adding and subtracting.</p> <p>Use a formal written algorithm for addition and subtraction.</p> <p>choose different strategies for solving multiplication and division strategies</p> <p>identify the many different divisibility rules</p>	<p>identify three-dimensional objects, including prisms and pyramids, on the basis of their properties, and visualise, sketch and construct them given drawings of different views</p> <p>Read and record time using digital and analog notation.</p> <p>Convert between units of time.</p> <p>Read and interpret simple timetables, timelines and calendars</p>	<p>collect data</p> <p>construct, interpret and evaluate data displays such as dot plots, line graphs and two-way tables.</p>

## HISTORY

### **First Contacts**

This topic begins with the history of Aboriginal and Torres Strait Islander peoples, then students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, and how these experiences contributed to their cultural diversity.

## SCIENCE AND TECHNOLOGY

### **Heating and Cooling**

Students identify ways heat is produced, transferred from one object to another, and that adding or removing heat causes a change of state between solids and liquids

## CREATIVE ARTS

Visual Arts	Music	Dance	Drama
Experiment with a variety of mixed media. Some of their art lessons will focus on skills, while others may be linked to History topics.	Students will sing and move to the beat of music, identify structure and changes in pitch, tempo and beat.	Experience dance activities through morning fitness with their grade.	Participate in drama activities and plays in class that may perform in front of other students or in stage assemblies.

## PDHPE

Personal Development and Health	Physical Education
<b>Child Protection – Power in Relationships:</b> Students will understand and participate in activities to develop skills in establishing and maintaining non-coercive relationships and reinforcing attitudes and values related to equity, respect and responsibility	Students will practice fundamental movement skills during class fitness. Students will also learn the rules and play a range of team sports in class and school teams.