

Always our **Best**



YEAR 4 News | Term 1 2021

CURRICULUM FOCUS

	Content	Assessment
ENGLISH	Students will study the structure and language features of a narrative, using the novel, <i>The Twits</i> , as a stimulus.	Students will write a new chapter for <i>The Twits</i> .
MATHS	Students will develop their understanding in number, place value, time and patterns, and algebra.	Students will be assessed on number strategies, place value and chance.
HASS	Students will explain aspects of life before, during and after European settlement of Australia.	Students will create a collection of work on Australia before, during and after European settlement.
SCIENCE and DESIGN & TECHNOLOGIES	Students will investigate the absorbency, tensile strength and thermal insulation capacity of materials and develop scientific explanations based on their results. They will then explore how these physical properties can influence the use of different materials for different purposes. Students will investigate the suitability of materials and production processes for a range of purposes.	Students will design a bag suitable to be taken on a convict ship, taking into consideration the materials chosen and their properties. In science, students will explain how objects and materials can be used in the construction of their bag, make predictions, and compare their observations.
MUSIC	Students will learn about instruments from the woodwind and discover how sound is produced and the unique timbre of each instrument.	Students will complete an aural/listening test.
HEALTH AND PHYSICAL EDUCATION	Students will work to develop strategies for managing change. They will investigate how emotional responses vary and explore ways to interact positively with others in a variety of situations. Students will develop an athletic-themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.	Students will participate in a variety of scenarios that investigate different strategies for managing change. They will use decision-making and problem-solving skills to select and demonstrate these strategies. Students will perform a running (sprint), jumping (long jump) and throwing (shot put) sequence in authentic track and field situations to demonstrate application of the elements of movement.
DANCE	Students will explore movement, expressive skills and choreographic devices, using the elements of dance to communicate meaning through a story.	Students will perform choreographed dance using expressive skills and fundamental movements to communicate a story.

At Gumdale State School, we are:



**Great
Learners**

Supporting your child's reading in Year 4

Learning to read is a significant milestone in any child's life, and one that will bring many benefits over an entire lifetime. You play an important role in modelling reading behaviours and supporting your child's reading efforts. You make a difference to how your child will discover the world of literacy and how they view themselves as a reader.

What can you do to help your child become a reader?

What can you do to help support your child's reading skills?



In Year 4 your child will:

Vocabulary knowledge

- ✓ understand that some words have different meanings when they are used in different situations
- ✓ use specific words to describe and explain their thinking
- ✓ use a dictionary and a thesaurus

Comprehension

- ✓ make connections to explain the meaning of information
- ✓ create outlines to show understanding of what has been read
- ✓ discuss ways that language can change meaning

Reading Texts

- ✓ read for 15-20 minutes at a time
- ✓ remember details of what has been read for several days
- ✓ read short chapter books related to the curriculum
- ✓ read unfamiliar and unusual words

Ways you can help your child's reading in Year 4

Take the lead Start reading series books together, choosing more difficult books as time goes by. Share the reading with your child and encourage them to read a page at a time, or a paragraph or the titles.

And, action! Encourage your child to use expression, tone, volume and pace when reading. Sometimes you can turn it into a performance or you could record it on your phone or device.

Making links Ask questions that help your child make links between the reading and their knowledge, their real life experiences, events and happenings, what they may have seen in a movie or on TV. Model doing this yourself, 'Remember when we went to the beach last holiday, the lightning was frightening. Why did we have to ...?'

Record your reading Use a device to record your child's reading, have them listen back to it and reflect on their fluency, expression, pace and accuracy. Have your child incorporate their own feedback and record again.

Five 'w's Ask why, when, where, who and what questions to help your child retrieve important information and ideas from the material they have been reading.

Write about it Encourage your child to keep a reading journal to write their thoughts, ideas and questions about the books they are reading.

Talk to your child's teacher about how you can support your child's reading.



YEAR 4 | TEACHERS

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