



## YEAR 4/5T News | Term 4 2017

### POINTS OF INTEREST

- **Instrumental Music Information Evening** 7 November
- **Assembly 3-6** October 9, 30; November 13, 27; December 4
- **Social and Emotional Development:**  
*GROW* focus - Great Learners and Organised  
*You Can Do It* focus - Organisation and Persistence
- **Report Cards emailed** 8 December
- **Full School Uniform** every Monday

### DAYS TO REMEMBER

- **Gala Day Years 4-6** 12 & 26 October
- **P&C Trivia Night** 21 October
- **Year 5 Sailing** 17, 18, 24, 25, 31 October & 1, 7 8 November
- **P&C Disco** 3 November
- **Night of Music** 14 November
- **Camp Currimundi Year 5** 20-22 November
- **Senior Swimming Carnival 3-6** 29 November

## CURRICULUM FOCUS

	Content	Assessment
<b>ENGLISH</b>	<b>Year 4 &amp; 5</b> students will read a variety of texts and work toward reaching their individual reading goals. They will write and present a persuasive speech to persuade their peers	<b>Year 4 &amp; 5</b> students will be assessed through reading observations and a written speech and presentation
<b>MATHS</b>	<b>Year 4 &amp; 5</b> students will conduct chance experiments, create and analyse data representations. They will further explore fractions and decimals, measurement, operations and problem solving. This term year four students will also continue to explore number patterns, place value and time. <b>Year 5</b> students will continue to consolidate understandings of mapping, factors and multiples.	<b>Year 4 &amp; 5</b> students will be assessed using a selection of tests, investigations and observation.
<b>SCIENCE</b>	<b>Year 4</b> students use fair tests to investigate decomposition, absorbency, tensile strength and thermal insulation capacity of materials and develop explanations based on their results. Students then explore how these physical properties can influence the use of different materials for different objects.  <b>Year 5</b> students develop criteria for identifying and classifying materials as solids, liquids and gases based on their observable properties. Students discuss properties of materials that can be investigated scientifically and pose questions for investigation. They use science inquiry skills to investigate whether properties of materials change at different times and review how materials change state.	<b>Year 4</b> students will design an object to meet a specified need taking into consideration the material chosen and its properties.  Amanda Sheppard STEAM Teacher <a href="mailto:axshe7@eq.edu.au">axshe7@eq.edu.au</a>  <b>Year 5</b> students will demonstrate knowledge and understanding of the observable properties and behaviours of solids, liquids and gases.  Amanda Sheppard STEAM Teacher <a href="mailto:axshe7@eq.edu.au">axshe7@eq.edu.au</a>
<b>TECHNOLOGY</b>	<b>Year 4</b> students follow a design process to develop clothing and/or accessories to meet a specific need, for example exploring in the desert or trekking in a rainforest. They communicate their solutions with a digital presentation.	<b>Year 4</b> students will create a digital presentation to communicate their designs to meet a specified need.  Amanda Sheppard STEAM Teacher <a href="mailto:axshe7@eq.edu.au">axshe7@eq.edu.au</a>

<b>MEDIA ARTS</b>	<b>Year 5</b> students explore iMovie and other technologies to create and communicate short stories showing character development, differing points of view, movement and sound.	<b>Year 5</b> students will collaboratively create a short film using iMovie. Amanda Sheppard  STEAM Teacher <a href="mailto:axshe7@eq.edu.au">axshe7@eq.edu.au</a>
<b>P.E.</b>	<b>Year 4 &amp; 5</b> students will develop and apply the specialised movement skills and concept of net and team games.	<b>Year 4 &amp; 5</b> students will be assessed on their technique and performance during game play.
<b>DANCE</b>	<b>Year 4</b> students perform a choreographed sequence of steps in the dance style of Musical Theatre using expressive skills to tell a story.	<b>Year 4</b> students will be assessed on their control, accuracy and expression of the choreographed dance.
<b>HEALTH</b>	<b>Year 4 &amp; 5</b> This semester students investigate their own and others' attitudes towards participating in invasion games, and identify and explore some of the individual and social factors influencing these. They also examine circumstances that result in inequitable participation in games and propose strategies to redress these.	A portfolio of work
<b>FRENCH</b>	<b>Year 4</b> students will explore the concept of meals and ways of communicating about eating practices. Students will explore traditions around meals and eating practices in French speaking countries.  <b>Year 5</b> Students will explore the concept of play and its university across cultures.	<b>Year 4</b> students use a range of language to discuss and describe favourite meals; participate in intercultural experiences to reflect on the language and culture associated with eating practices in French and English speaking cultures. <b>Year 5</b> Students will discuss group play in France and around the world; play games from French speaking countries using the language of game play; translate game rules and reflect on the universality of play.




## FOCUS | TERM 4

*Reading comprehension depends on a person already knowing between 90% and 95% of the words in a text.*

– Nagy & Scott, 2000

Although you already teach vocabulary, your children need 12-14 exposures to new words in order to retain them. Providing this amount of practice during the busy school day is a challenge for even the best of teachers.

### WHY READ 20 MINUTES AT HOME?

<ul style="list-style-type: none"> <li>❖ Student A reads an average of 20 minutes per day.</li> <li>❖ 3,600 minutes per school year.</li> <li>❖ 1,800,000 words per year.</li> <li>❖ Scores in the 90<sup>th</sup> percentile on standardized tests.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Student B reads an average of 5 minutes per day.</li> <li>❖ 900 minutes per school year.</li> <li>❖ 282,000 words per year.</li> <li>❖ Scores in the 50<sup>th</sup> percentile on standardized tests.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Student C reads an average of 1 minute per day.</li> <li>❖ 180 minutes per school year.</li> <li>❖ 8,000 words per year.</li> <li>❖ Scores in the 10<sup>th</sup> percentile on standardized tests.</li> </ul>
		

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

**WANT TO BE A BETTER READER? SIMPLY READ.**

## YEAR 4/5T | TEACHER

**4/5T | Tracy McCredie**

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