



## YEAR 4 News | Term 2 2024















### CURRICULUM FOCUS

|                                      | Content   | Assessment  |
|--------------------------------------|---|---|
| <b>ENGLISH</b>                       | Students will use historical information to write a historical recount in the role of a convict child. They will describe life in England, life on the First Fleet, and life in the new colony. Students will also read, view and comprehend texts created to inform, influence and engage audiences. They will describe how language features including literary devices, and visual features shape meaning. | Students will write a recount from the perspective of a convict child. They will also complete a reading comprehension task on a familiar literary recount.   |
| <b>MATHS</b>                         | Students will explore counting and representing fractions on a number line. They will measure and approximate length, perimeter and area. Students will compare angles and conduct repeated chance experiments comparing variations in results. They will use mathematical modelling to solve challenges involving measurement.   | Students will be assessed through a collection of work.   |
| <b>SCIENCE</b>                       | Students will use fair tests to investigate contact and non-contact forces and how they affect the movement of objects. They will explore gravity, friction, magnetism, pushes and pulls.   | Students will conduct an investigation on how contact and non-contact forces are exerted on an object. They will make a prediction, collect data, identify patterns and describe forces involved using an annotated diagram.  |
| <b>HASS</b>                          | Students will explain aspects of life before, during and after European settlement of Australia. They will also research the life of a convict, beginning with their life in England, and describe what changed and what remained the same for them after their arrival in Australia.   | Students will complete a note taking template detailing a fictional child convict's journey from England to Australia.  |
| <b>THE ARTS</b>                      | Students will explore film music and discuss how different styles of music can change the emotions displayed on screen.   | Students will compose a soundtrack for a silent film. They will describe the elements of their composition.   |
| <b>VISUAL ARTS</b>                   | Students explore techniques, conventions and similarities of artworks through the study of a variety of artists from different cultures, times and places.  | Students create a portfolio of art works, collaboratively and individually.   |
| <b>HEALTH AND PHYSICAL EDUCATION</b> | Students interpret health messages and discuss the influences on healthy and safe choices. They will also explore the benefits of being healthy and active. During swimming lessons, students will demonstrate their water safety knowledge, swimming and survival skills. Students will perform various aquatic skills such as freestyle, backstroke and breaststroke, in multiple swimming sequences.       | Students will use decision-making and problem-solving skills to select healthy and safe choices. They will identify the benefit of being healthy and active. During swimming lessons at the Brisbane Aquatic Centre in Chandler, students will be assessed on various aquatic skills. |

## FOCUS | TERM 2

### Supporting your child's reading and writing in Years 3 and 4

Suggested reading and writing activities using the topic of recycling. These activities can be modified and transferred to other topics of interest to your child.

|   |   |   |  |
|---|---|---|--|
| <p><b>Construct a flow chart</b> to explain the four stages of an item's life:</p> <ol style="list-style-type: none"> <li>1. production</li> <li>2. sale</li> <li>3. disposal</li> <li>4. recycling.</li> </ol>  | <p><b>Explain why it is important</b> that we all do our part to recycle. What would happen if we didn't?</p>        | <p><b>Research different symbols</b> associated with recycling plastic and explain what each means.</p>   | <p><b>Write song lyrics</b> to promote recycling. Use a familiar or well-known tune.</p>                                        |
| <p><b>Create a recycling station</b> at home to sort household rubbish. Use labels and images to determine what is included at each station.</p>   | <p><b>Produce a map</b> to show where the five offshore plastic accumulation zones are in the world's oceans. Include labels and arrows to show their direction of travel.</p>                        | <p><b>Compare and contrast</b> products from around the home, determining whether they are able to be recycled or not. List them in these two categories.</p>   | <p><b>Create a scene</b> from a book you are reading using recycled materials from around your home.</p>                        |
| <p><b>Develop a series of questions</b> to interview an older family member over the phone or the internet. Find out what their experiences with recycling have been during their lifetime.</p>                | <p><b>Write a 30 second radio commercial</b> encouraging and educating people on the importance of recycling.</p>  | <p><b>Create a story or comic strip</b> with a recyclable product as the main character. Give your story the title, <i>"The adventures of..."</i></p>  | <p><b>Write a letter or email</b> to a company, making suggestions as to how they can improve their recycling practices.</p>  |
| <p><b>Identify and write family goals</b> for recycling and display these on the fridge.</p>   | <p><b>Design a digital poster</b> with a catchy slogan to persuade people to recycle.</p>                          | <p><b>Research a company</b> that produces your favourite food and find out how they recycle their packaging.</p>                                     | <p><b>Create a quiz</b> using recycling facts. Ask others at home to complete the quiz.</p>                                   |

Images from PIXABAY



### YEAR 4 | TEACHERS

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