Carbrook State School

P-7

2014

Academic Program for Term 1

Year 4A

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Welcome to the first term of Year 4! I welcome your child to my year 4 classroom and look forward to working in partnership with you to move each child forward in his or her learning. Below is an outline of the studies 4A will be participating throughout the term.

**English Program Overview**

**Unit: 1 Investigating author’s language in a familiar narrative.** (*The Twits* by Roald Dahl)

In this unit, students participate in a shared reading of a narrative and examine and analyse the language features and techniques used by the author. They create a new chapter for the narrative for an audience of their peers. This original chapter will be the assessment item for this unit.

As part of our school Reading Program, all students are encouraged to participate in Bug Club. Bug Club is an exciting, interactive reading program which operates on a digital platform. It focuses on phonetic development and improving reading comprehension. With highly engaging narratives and a broad selection of text types, Bug Club is certain to entertain and educate.


**Apps to support English** –

Reading Eggs Sight Words (iPad and iPhone) is an app designed to help children recognise and learn sight words. Sight words are words that readers should know automatically ‘at sight’.

**Mathematics Program Overview**

**Unit: 1**

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the sub-strands Number and place value, Fractions and decimals, Patterns and algebra and Shape, students will have opportunities to develop understandings of:

- **Place value** — position of digits, represent, order, compare, describe five-digit numbers
- **Number** — partitioning and regrouping
- **Computation** — multiplication and division
- **Fractions** — equivalent fractions, compare, order, halves, quarters, fifths, eighths, tenths
- **Two dimensional shapes** — common two dimensional shapes, combine, split, tangrams
There is no summative assessment of student learning in this unit but student progress will be monitored for the purposes of differentiation in learning and reporting.

Apps to support Maths:

School A-Z (Free for iPad and iPhone) is an essential tool for every parent of school-aged children. Produced by the NSW Department of Education, this app brings together a wealth of resources to help parents understand and support their child's homework. This app has a multiplication game designed to help your child learn their times tables.

Math Geometry ($0.99 for iPad and iPhone) is used by many schools around the world. Math Geometry covers 2D and 3D shapes, angles, triangles and transformations.

Science Program Objectives

Unit: 1 Here today gone tomorrow

In this unit students explore natural processes and human activity which cause weathering and erosion of the earth’s surface. Students relate this to familiar landforms in the immediate environment and predict consequences of future occurrences and human activity. They begin to appreciate that current systems, such as Earth’s surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

Assessment Summary
• Assignment/Project to be completed at school - Being a soil scientist.

Apps to support science:

Clever Bird Early Science (iPad and iPhone) will spark your child’s interest in Science with simple lessons that use everyday experiences.
History Program Objectives

Unit: First Contacts

The Year 4 curriculum introduces world history and the movement of peoples. Students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. They examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity. Students then explore the history of Aboriginal peoples and Torres Strait Islander peoples and, using their understandings of the impacts of colonisation on colonised peoples, compare life before and after contact with Europeans.

Assessment Summary

- Assignment/Project to be completed at school

Students individually complete three short assessments (a timeline, a convict profile and a fictional historical narrative) chronicling the life of a convict of the First Fleet.

Websites

View The Little Convict on YouTube. Set back in the days when Australia was settled by convicts transported from the British Isles, this entertaining animated feature follows the experiences of a thirteen year old transported to the Australian colony.

Geography Program Objectives

Unit: Exploring environments and places

In this unit, students build on their mental map of the world and their understanding of place with a focus on tracking the route of the First Fleet via Africa and South America to Australia. Students investigate the types of natural vegetation and native animals on both these continents and make comparisons to Australia. Students learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The interconnections between people and environment are examined by exploring the importance of environments to animals and people and how places are characterised by their environments. Students will identify and compare the characteristics of places, including the types of natural vegetation and native animals. Students will interpret geographical information and data to identify different views on how the environments should be protected, and form conclusions.

Student learning should be monitored throughout the teaching and learning process to determine student progress and learning needs.

Website

Follow the journey of the First Fleet


Interactive maps

http://yourchildlearns.com
Health Program Objectives

In term 1, students will be given opportunities to develop their knowledge of sun safety. Whilst reflecting on the conditions met by the first European settlers (History focus), students will explore environmental and external factors that affect individual and community health and ways in which a person can prevent or reduce the risk of disease and disability from prolonged exposure to the sun’s ray. Students will be provided with an opportunity to measure their progress through a pre- and post-quiz.

Website
Sing-along video (Cancer Council Western Australia)
Sun Safe Play Everyday! - YouTube

Design Technology Objectives

Continuing with the History focus, students will use the processes of design technology to plan, create and assess a model of a hut representing dwellings of the earlier settlers. They will identify and analyse the purpose and context of design ideas and communicate the details of their designs using two- and three-dimensional visual representations. In selecting resources, students will be encouraged to use natural materials found in the school yard to conjure authenticity, and to choose and apply safe techniques and tools to manipulate resources in order to make a product that matches their ideas. They will evaluate products and processes to identify strengths, limitations, effectiveness, improvements and future applications.

Website
Images of early settlers' homes and bush huts in Australia
http://home.iprimus.com.au

ICT Program with Mrs Kerry-Ann Reese (Tuesdays)

In Term 1, Year 4 students will engage in learning experiences that allow them to communicate through the use of ICTs. Students will collaborate, share and exchange information via emails and a range of online communication tools. Through these learning experiences the students will understand and apply social protocols and apply techniques or strategies to ensure security of information. Students will engage in cybersafety activities to increase their awareness of the importance to operate safely when working in online environments.

The Arts - AUSDANCE

The AUSDANCE program, conducted by qualified dance instructors, began in week 3 and will continue in half hour lessons each Wednesday. I encourage all students to participate in this program which develops coordination, balance and rhythm in a fun and contemporary
context. A presentation of dancing skills by the students will form the basis of the Term 1 Celebration of Learning.

Homework
Homework will be set each week and will centre around activities to enhance our core improvement agenda, literacy and numeracy through the ready recall of basic number facts. I will provide a Homework Grid outlining the activities to be completed each week. Homework will be issued each Tuesday and will be due back for marking the following Tuesday morning.

Students will attend Physical Education and Music lessons with Mrs Julie Bransdon and Mrs Melissa Dillon respectively, on Tuesdays.

All parents will be invited to attend an interview nearing the end of term to discuss your students' progress, strengths and weaknesses. However, please feel free to contact the school if you have any queries or concerns and I will be happy to arrange a time to meet with you.

Kind Regards,

Lee-Anne Hall
Carbrook State School

Student Expectations

Be a Learner
Be Respectful
Be Responsible
Be Safe

Please feel free to contact us if you have any questions or concerns.