Academic Program Term 1, 2014

Class 3/4

Year 4

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**English Program**

In **unit 1**, students listen to, view and read *Fantastic Mr Fox* to explore the use of descriptive language in the construction of character. They also examine and analyse the language features and techniques used by the author, Roald Dahl.

**Assessment item 1: Reading and Viewing**

Students read a previously unstudied chapter of *Fantastic Mr Fox* and respond to questions about language features.

**Assessment item 2: Writing and Shaping**

Students plan and write a new chapter for *Fantastic Mr Fox*.

In **unit 2**, students read, view and analyse digital written and spoken persuasive texts. They use their growing knowledge of literature and language to write a persuasive magazine article.

**Assessment item 3: Writing and Shaping**

Students plan, draft and edit a written persuasive article for a magazine, on any topic of their choice.

In addition to these unit-based formative and summative assessment items, students undergo continual monitoring and receive regular feedback on their progress during regular comprehension and writing activities both individually and in small groups as difficulties and misconceptions are addressed.

**Websites to visit for prior and continued learning**

**Unit 1**
- [http://www.bbc.co.uk/bitesize/ks3/english/reading/sentences/revision/2/] All links can be accessed via our Virtual Classroom
- [http://www.youtube.com/watch?v=Eqyv1sYch-c] Audio recording of *Fantastic Mr Fox*

**Unit 2**
- [http://www.readwritethink.org/classroom-resources/student-interactives/persuasion30034.html]

**Other Online Resources**
- [http://home.bugclub.com.au]
- [http://elearn.eq.edu.au] – Collection of hand-picked links and activities, home of our discussion board and blogs, just for our class!
- [http://studyladder.com.au] – Students can do 3 free activities each day without subscribing.
- [http://spellingcity.com] – Customised lists uploaded for each spelling group weekly!

**Reading**

As part of weekly homework, all students are expected to read for at least fifteen minutes each night. There is a home reading log (on blue paper) at the front of your child’s homework book for you to sign each time they read. If daily reading with your child is becoming challenging, try some of the following:

- you reading to them and giving you feedback on your reading
- they record themselves on an iPad/iPod and play back to listen to themselves read and critique
- using Bug Club which is a colourful, interactive and versatile reading tool that accommodates any child’s reading mood or behaviour. They can choose to have a book read to them or read the book themselves. A series of questions follow each book.

Students will continue to build their reading stamina (independent reading time) across the term and reflect on the strategies they have and have not used when reading. Students have begun to embark on a new journey of comprehension in texts and forms of print with **inferring** (reading between the lines). Students are carrying around an abundance of knowledge that needs refreshing and activating when reading and comprehending all forms of print in able to make inferences and draw conclusions from questions and information that is not directly and literally in front of them. **Encouraging your child after reading or viewing images and advertisements to make an inference is of extreme importance.** We encourage you to expose your children to a variety of multimedia and books to provide them with the knowledge they need to tackle future unknown topics in their reading and real world experiences. We endeavour for children to make and see connections between real life and school and view school as a means for becoming more worldly, not just a place where reading, writing and arithmetic are at the forefront.
**Mathematics Program**

In **unit 1**, students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Students have opportunities to develop understandings of:

- Choosing appropriate strategies for calculations involving multiplication & division
- Recognising common equivalent fractions in familiar contexts
- Identifying unknown quantities in number sentences
- Describing number patterns from multiplication
- Solving problems involving time duration
- Identifying dependent & independent events
- Recalling multiplication facts to 10 x 10 & related division facts
- Locating familiar fractions on a number line
- Continuing number sentences involving multiples of single-digit numbers
- Using scaled instruments to measure temperature, lengths, shapes & objects
- Converting between units of time
- Listing probabilities of everyday events

**Assessment:**

The assessment tasks below contribute to the overall understanding each child has gained through their experience during the term. In addition to these, student progress will be monitored with weekly number fact quizzes, problem solving investigations and feedback given both individually and in small group rotations. Data collected during diagnostic assessment is already informing differentiation for students’ differing needs.

- Year 4: Summative task – Knowing numbers (students demonstrate their knowledge of place value and properties of numbers)
- Year 4: Summative task – What are the chances? (students demonstrate their understanding of the language of chance, likelihood of everyday events occurring, distinguishing between dependent and independent events and justifying predictions)

**Websites to visit for prior and continued learning**

**Unit 1**
http://www.mathsisfun.com/tables.html – Reinforces the rules behind the times tables with tips for memorisation

**Other Online Resources**
http://elearn.eq.edu.au – Collection of hand-picked links and activities to consolidate and extend in-class learning. Go to Online Learning, Maths and start at the top!

http://studyladder.com.au – Students can do 3 free activities each day without subscribing.

**Science Program - Here today, gone tomorrow...**

The year 4 students from class 4/5 join our year 4s each week for science and history studies. In **unit 1**, students explore natural processes and human activities which cause weathering and erosion of the Earth’s surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others’ actions. They suggest explanations for their observations and compare their findings with their predictions. Students discuss ways to conduct investigations and safely use equipment to make and record observations.

**Assessment:** Soil erosion investigation.

Students will describe the natural process and human activity that cause changes to the Earth’s surface. They will plan, conduct and report on an investigation of the erosion process. They apply science understandings to formulate control strategies in real-life situations.

This assessment provides opportunities to gather evidence of student learning that/ability to:

- Earth’s surface changes over time as a result of natural processes and human activity
- Science knowledge helps people to understand the effect of their actions
- Suggest ways to plan and conduct investigations to find answers to questions
• Safely use appropriate materials, tools or equipment to make and record observations
• Compare results with predictions, suggesting possible reasons for findings
• Represent and communicate ideas and findings in a variety of ways such as diagrams and simple reports.

Websites to visit for prior learning and consolidation are available under “Useful Links” in our Virtual Classroom and our Ed Studio (both can be accessed via elearn.eq.edu.au).

**History - Investigating European exploration and the movement of peoples.**

As with science, year 4 students from 4/5 will come to study history alongside the year 4s in 3/4. In unit 1, students investigate the following questions:
• Why did the great journeys of exploration occur?
• Why did the Europeans settle in Australia?

The following content is taught as part of an overview for the historical period from 1450 to 1800:
• recognise connections between world history events and the history of Australia
• appreciate the remains of the past can reveal aspects of what life was like then
• investigate the journeys of the great explorers from the 1400s to the late 1700s and how these resulted in colonisation and the building of empires around the globe
• pose questions about the ways in which colonisation affected Australia at the time
• use provided sources to examine the journeys that led to Australia’s colonisation by the English through the arrival of the First Fleet, the establishment of the first settlement in Sydney Cove and the early days of the colony
• sequence key events related to the colonisation of Australia
• describe the experiences of a convict who travelled on the First Fleet and identify how life changed.

The content provides opportunities to develop historical understandings through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance.

**Assessment:**
Students undertake assessment tasks throughout the course of the unit to form a collection of work about the life of a convict. Students explain how and why the life changed for a convict of the First Fleet. Students create a timeline recording significant events of a convict’s life in chronological order, pose questions and locate information in sources to answer questions about a convict’s experiences before, during and after the arrival of the First Fleet to Sydney Cove. They then write an historical narrative from the point of view of a convict.

**Websites to visit for prior knowledge and consolidation**

There is also a wealth of information from this unit which can be used to consolidate or extend in-class learning available at my Ed Studio, which can be accessed via our Virtual Classroom.

**Information Communication Technology (ICT)**

This term, students will undergo training in cybersafety (a crucial skill set for safely navigating the web) and develop their skills with accessing, interacting and adding to our Virtual Classroom and Ed Studio. They will continue to improve touch typing by engaging with touch typing software and will begin to use email and blogging as a form of communication with peers and teachers. They will create and locate a folder to save and retrieve information from and publish presentations from the linked key learning area of science to present information and produce assessments.

http://education.qld.gov.au/learningplace/ - access to the learning place for EdStudio
**HOMEWORK EXPECTATIONS:**

Homework is set each Monday and due each Friday. Students have a paper contract to complete (covering basics including literacy and numeracy) plus an online component (accessed via our Virtual Classroom). Students are also expected to read each night for a minimum of 15 minutes. Monday through Thursday reading sessions must be recorded and signed by an adult. Students will complete their homework in their homework books and the homework is expected to be returned every Friday to be marked over the weekend and returned to students by the following Monday, when their new homework is issued.

Hungry for more? Our Virtual Classroom has activities hand-picked to support/extend learning done in class. There is also an “Oliver Grid” for students seeking extra challenges. Other sites, such as Study Ladder and Spelling City, are found linked in our Virtual Classroom for differentiated practice and extension. All resources will be uploaded onto the Virtual Classroom regularly and students should be able to access them 24/7 and communicate with their peers and teachers whenever they wish.

Please remember homework is not supposed to be a chore or a task that causes problems within a household. However, it is an expectation that families support and enforce Carbrook’s homework policy. Homework completion lays the foundations for positive and lifelong attitudes towards students’ studies and education and fosters the necessary skills children require to fully participate and succeed in the world beyond the classroom door. However circumstances such as no internet or computer access will be always be appreciated, understood and accommodated.

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Here are some links to visit at home. These online resources are used regularly throughout the school week and are an interactive yet fun and engaging way to learn and develop more positive attitudes towards homework. **DON'T FORGET:**


http://home.bugclub.com.au - requires a login which students have been given (it is unchanged from last year).

http://www.classdojo.com – student and parent logins are different so that you can track your child’s behaviour anytime, anywhere. Logins were sent home in week 2 on pink paper. Thank you to those families who have returned the slip to let me know they’re on.

**Key days and dates:**

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<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Monday</td>
<td>11:45am</td>
<td>Library borrowing</td>
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<tr>
<td>Monday</td>
<td>2:30pm</td>
<td>Parade</td>
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<tr>
<td>Tuesday</td>
<td>11:45am</td>
<td>Music &amp; PE</td>
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<tr>
<td>Wednesday</td>
<td>9:00am</td>
<td>Science &amp; History rotations</td>
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<tr>
<td>Wednesday</td>
<td>12:45pm</td>
<td>ICT in Computer Lab</td>
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<tr>
<td>Thursday</td>
<td>10:00am</td>
<td>AusDance</td>
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<tr>
<td>Friday</td>
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<td>Homework due</td>
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Celebration of Learning (Ausdance presentation) is week 10 (final week)

Parent-teacher interviews are in week 9 and 10
Carbrook State School

**Student Expectations**

Be a Learner

Be Respectful

Be Responsible

Be Safe

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

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