Level 4

Curriculum Overview

Term 4, 2015
INQUIRY

INQUIRY UNIT:
This term in Inquiry the Year 4 students will be undertaking research around the topic ‘The First Contacts’ in our unit ‘Where we are in place and time’. Students will build their knowledge of Australian History and the effects and changes that occurred before and after The First Fleet.

Students will be creating a text that shows the different points of view between two events and/or people, ensuring they have researched information and used reliable sources.

Our real world problem is term is:
The first Australians and the British, the most powerful empire in History, came face to face in Sydney on January 26, 1788. This event changed the lives of the first Australians. Tell the story through the eyes of either an Aboriginal or European during this time.

LINE OF INQUIRY:
This Term the students will be using their research skills to inquiry into Australian History.

Students will look at:
- What life was like for Aboriginal and/or Torres Strait Islanders peoples before the arrival of the Europeans?
- Why did the Europeans settle in Australia?
- What was the first contact? What was the nature and consequence of this?

Questions that will guide the investigations are:
- How did Aboriginal people and/or Torres Strait Islanders live prior to the Europeans settlement?
- What were the effects of ‘The First Contact’ between Aboriginal people and/or Torres Strait Islanders?
- Who travelled to Australia and what is their story?
- Which explorers travelled to Australia up to the late eighteenth century and what was their journey like?
- How did the different Aboriginal tribes live and how were they connected to Country and Place (land sea, waterways and skies)?

Students will develop skills throughout the unit that will enable them to:
- Sequence historical people and events
- Use historical terms
- Pose a range of questions about the past
- Identify sources
Level 4 Curriculum Overview Term 4

| - Locate relevant information from sources provided  
| - Identify different points of view  
| - Develop a text  
| - Use a range of communication forms and digital technologies |

The students will be learning about at least one of the following through individual research or learning from others within their class:

- The nature of contact between Aboriginal people and/or Torres Strait Islanders and others and the effects of these interactions.
- Stories of the First Fleet, including reasons for the journey, the travellers, and their experiences following arrival.
- The journey(s) of world navigators, explorer or trader up to the late eighteenth century, including their contacts with other societies.
- The diversity and longevity of Australia’s first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place and the implications for their daily lives.

ENGLISH:
READING:

**Analysing Language and word play**
The Year 4 students will begin this term with a unit on Reading Poetry, focussing on understanding and interpreting word play in poetry. Students will:
- Identify nonsense words, spoonerisms, neologisms and puns
- Describe the effects of ideas of literary texts using metalanguage

**Analysing authors writing styles**
Students will then move into reading non-fiction texts, focussing on reading texts with similar ideas and topics. Students will:
- make connections between the ways different authors may represent different ideas
- develop their understanding of how texts vary in complexity and technicality depending on their approach to the topic, the purpose and intended audience.

**Reading non-fiction texts**
Students will use the strategies they have learned when reading fictional texts, however linking this in with non-fiction text reading. Students will:
- summarise their learning when reading non-fiction text
- understand that there are often several important ideas in a non-fiction text
- understand that there may be differences between what the reader thinks is important and the writer’s big idea
Alongside our in-depth study into non-fiction writing, the Year 4 students will also practise existing strategies that support accuracy and fluency as well as developing new strategies that will extend their abilities in this area.

Students will work one on one with their teacher through conferences to gain an insight into them as readers, and identify strengths and future goals. Students will participate in strategy groups, targeting groups of students working at similar goals. Students may also be given the opportunity to participate in book clubs, reciprocal teaching and book talks throughout the term, giving them the opportunity to share their reading with their peers.

**WRITING:**

**Poetic Language**
The Year 4 students will begin this term focussing on the structures of poetry by analysing mentor texts. They will then transfer this knowledge to develop their own anthology.

Student will be focussing on:
- Using noun groups/phrases and verb groups/phrases and prepositional phrases can enrich the meaning of sentences
- Using linking devices to make their writing more cohesive (including pronoun reference and text connectives)

**Non-Fiction – Compare and contrast**
Students will begin by investigating how published authors portray their point of view by analysing mentor texts. They will then transfer this knowledge to write their own comparative essay, focusing on telling the event chosen from different points of view.

Student will be focussing on:
- Selecting an interesting true event to write an expository text about
- Incorporating new vocabulary from a range of sources into their own texts, including vocabulary encountered in research
- Planning, drafting and publishing an information piece containing key information and supporting details
- Structuring their text in a cohesive manner
- Rereading and editing own writing; adding, deleting and moving words to improve content and structure

Alongside our in-depth study of poetry and non-fiction writing, students will complete personal writing pieces for which they select their own genre and topic. Students will use their Writer’s Notebooks to generate future writing ideas, develop ideas and plan out each writing piece.
Level 4 Curriculum Overview Term 4

Students will work one on one with their teacher through conferences to gain insight into them as authors, and identifying strengths and future goals. Students will participate in strategy groups, targeting groups of students working at similar goals.

**WORD STUDY:**

This term the Year 4 students will be focusing on

Students will also be working on:
- Recognising homophones and know how to use context to identify correct spelling
- Understanding how to use strategies for spelling words
- Write using clearly-formed letters, and develop increased fluency and automaticity

Students will identify words from their own writing each week to practise as spelling homework, using the strategy of Look, Say, Name, Cover, Write, Check. They are encouraged to use these words regularly when writing at home.

During the Writing Workshop, students will participate investigations using their ‘Just Right’ texts and mentor texts to see how other author’s write. Students will be given the opportunity to analyse spelling patterns, identify spelling strategies and how various words and spellings (such as homophones) are used during the word study workshop.

**MATHEMATICS:**

_Thinking like a mathematician_

This term the students in Year 4 will be transferring their knowledge of the four operations and making connections between these and everyday mathematics.

Students will be focusing on building their mathematical knowledge on:

**Number and Algebra**

- **Number and Place Value**
  - applying place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solving problems

- **Fractions and Decimals**
  - Investigating equivalent fractions
  - Counting by quarters, halves and thirds, including with mixed numerals.

**Measurement and Geometry**

- **Using units of Measurement**
  - measuring and comparing masses
  - measuring and comparing capacities

- **Geometric reasoning**
  - Comparing angles and classifying them as equal to, greater than or less than a right angle
Level 4 Curriculum Overview Term 4

**Statistics and Probability**

*Chance*
- describing possible everyday events and ordering their changes of occurring
- identifying everyday events when one cannot happen if another happens
- Identifying events where chance of one will not be affected by the occurrence of the other

Students will complete pre and post assessments before and after each unit, identifying areas students require support or extension. Students will be given regular goals through assessment observations, participating in one-on-one conferences with their teacher and strategy group observations that target areas of student needs.

**VISUAL ARTS:**

In Term 4 in Visual Arts students will have the opportunity to develop their cultural knowledge by exploring, investigating and celebrating Indigenous Art.

Students in Year 4 will:
- Immerse themselves into new media, skills and techniques, they will look at how indigenous people used to live, rituals they followed and ritual decorations. Inspiration will come from religious, ceremonial, nature and books/illustrations.
- Take an interest into modern day Indigenous Art and how it is celebrated within the community. A strong awareness will be made with symbolism and respect for nature along with cultural awareness.
- Work collaboratively to create and finish a joint artwork, colours are to be vivid and distinct, and instructions about how to execute their work will be given.
- Use a range of media for the project and that the techniques used reflect Aboriginal Art.
- Develop art appropriate language to discuss their own and others artwork and document their ideas in their visual art diaries.

Reflect on their own artwork in self-assessment and identify areas of strength and weakness so that they can continue developing their skills.

**PERFORMING ARTS:**

In Term 4, the Performing Arts program will provide a means for self-expression, a mode of communication and develops both individual and group skills, physically and creatively. It aims to integrate the art forms of music, drama and dance so that all students are encouraged to participate and extend their learning in the Arts through achieving enjoyment and success.

This will see the program culminate in the school’s Christmas Concert in the final week of term to celebrate the students achievements throughout the term and the year.
PHYSICAL EDUCATION:

During term 4 students will focus on general ball handling skills (striking) and sport specific skills (AFL football).

In the two-hand side-arm strike students will:
- Focus eyes on the ball throughout
- Stand side on to target
- Begin with bat held behind shoulder
- Step with opposite foot
- Contact ball opposite front foot
- Follow through with bat around body

Students will participate in an AFL football unit in which sport specific skills will be developed.

In AFL football students will:
- Learn the correct drop punt, handball and marking techniques
- Develop an awareness of attacking and defending strategies
- Use skills in game like activities

Year 4 students will be given the opportunity to participate in the Rowville Primary School Beyond Boundaries Adventure Program at Camp Rumbug on Monday, November 9th until Wednesday, November 11th.

Year 4 students will be given the opportunity to participate in a swim fun session and the district swim trials during the last week of term 4.

ITALIAN (LOTE):

In Term 4 the students in Year 4 will continue with the online program, Language Perfect.

They will continue to set goals and work towards achieving them and will be encouraged to explore new lists and the new module, Languages in Action which uses the list words they have learnt in other forms such as writing and reading comprehension and requires them to use sentences and phrases.

STUDENT REFLECTIONS/LEARNING GOALS:

Student Reflections:
As part of their learning the students will have the opportunity to reflect on their own learning progress across all areas of the curriculum. Students have reflection journals which they will regularly make entries in. Students will also record reflections in their Reading Diaries as apart of homework, as well as their Reading Reflection Journals and
Level 4 Curriculum Overview Term 4

Writer’s Notebooks.
These reflections will include:
- Establishing goals for their learning.
- Demonstrating the success of their goals.
- Monitoring and discussing changes to their goals and developing new goals.
- Completing regular reflections on their learning; before, during and after sessions and units of work.
- Completing self-assessments and peer assessments at the end of units of work.

Learning Goals:
Students will each have a goal to work on in each subject area. These will be established through assessment results, goals identified during conferences or during small group tasks. These will be displayed on the student’s tables. When students have achieved their goals by showing adequate evidence their goals will be adapted or changed, through conferences.

INTERVENTION:
Students needing extra work in certain areas will be given extra instruction either individually or in small groups to help them improve their learning. Some students will be given this opportunity during learning sessions and/or the half hour of LOTE time each week.
Parents will be regularly updated on their child’s progress through phone calls, emails or written notes in their child’s reading diary. Parents can assist their child at home by monitoring their child’s homework and assisting them if needed.

EXTENSION/ENRICHMENT:
Students requiring extension in certain areas will be given extra instruction either individually or in small groups to help extend them in their learning. Some students will be given this opportunity during the regular learning sessions and/or within the half hour of LOTE time each week.
Parents will be regularly updated on their child’s progress through phone calls, emails or written notes in their child’s reading diary. Parents can assist their child at home by monitoring their child’s homework and assisting them if needed.

IMPORTANT DATES:

<table>
<thead>
<tr>
<th>Term 4</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FORPS Disco</td>
<td>Friday, October 23rd</td>
<td>Friday, October 23rd</td>
</tr>
<tr>
<td>Level 5 Swimming</td>
<td>Monday, October 19th – Friday, October</td>
<td>Friday, October 19th – Friday, October</td>
</tr>
<tr>
<td>Melbourne Cup Holiday</td>
<td>Tuesday, November 3rd</td>
<td>Tuesday, November 3rd</td>
</tr>
<tr>
<td>Grade Swap Day</td>
<td>Tuesday, December 8th</td>
<td>Tuesday, December 8th</td>
</tr>
<tr>
<td>Christmas Concert</td>
<td>Monday, December 14th</td>
<td>Monday, December 14th</td>
</tr>
</tbody>
</table>
# Level 4 Curriculum Overview Term 4

<table>
<thead>
<tr>
<th>Level 2-5 Fun Swim Sessions</th>
<th>Monday, December 14&lt;sup&gt;th&lt;/sup&gt; – Wednesday, December 16&lt;sup&gt;th&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation</td>
<td>Wednesday, December 16&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Last day of term 4 – 2:30 finish</td>
<td>Friday, December 18&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

### Beyond Boundaries

**Junior School**

- Foundation: Myuna Farm  
  - Wednesday, November 11<sup>th</sup>
- Level 1: Werribee Open Range Zoo  
  - Thursday, November 12<sup>th</sup>
- Level 2: Enchanted Adventure Garden  
  - Thursday, November 12<sup>th</sup>

**Middle School**

- Level 3: Camp Rumbug  
  - Wednesday, November 11<sup>th</sup> – Friday, November 13<sup>th</sup>

**Level 4: Camp Rumbug**  

- Monday, November 9<sup>th</sup> – Wednesday, November 11<sup>th</sup>

**Senior School**

- Level 5: Coonawarra Farm Resort  
  - Monday, November 9<sup>th</sup> – Friday, November 13<sup>th</sup>
- Level 6: Camp Wilkin  
  - Monday, November 9<sup>th</sup> – Friday, November 13<sup>th</sup>