

# Term 1 Newsletter

## Class 4B

### General Information

Welcome to Year 4B! Your teachers this year are as follows:

Mrs Robyn Gibson – Monday to Thursday and Mrs Pam Pershouse – Friday.

There are some important days and times to note for our class:

PE and Music days are Tuesday, PE on Wednesday and Music on Friday. School Banking day is Monday. Library borrowing day with Mrs Becke is on Tuesday. Religion day is Monday. Tuckshop operates both breaks Monday, Wednesday and Friday. Parade is every Monday at 9.00 a.m. Parents are welcome.

Principal – Mr Jamie Feeney; Deputy Principal – Mr Michael Hurley

School Times -

School starts	8:50 am (classroom opens at 8:45am)
School finishes	2:55 pm
1st Break	10:50–11:20 am
2nd Break	12:50 –1:30 pm

If there is anything else you'd like to know, please feel free to see us after school for a chat.

### English

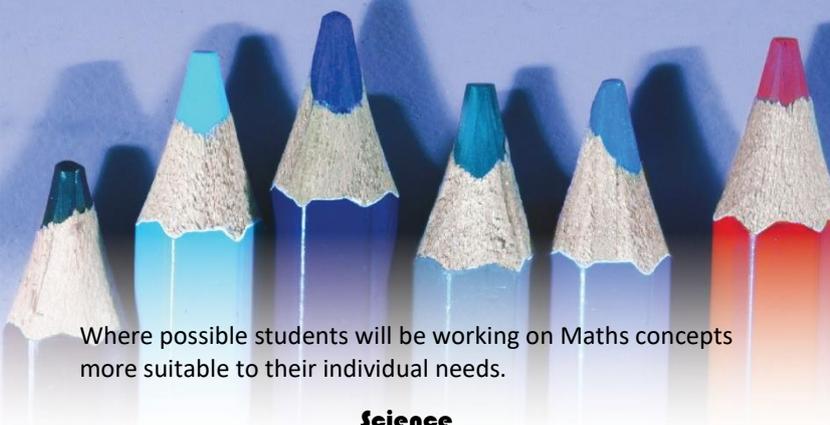
This term the students will be studying genres that are closely connected with each other.

The first English unit will focus on exploring the use of descriptive language in "Nim's Island" to assist the students in their writing of a character description. They will be developing further the necessary skills to write a character description.

The second unit will be focussing on narrative writing. In this unit students will continue to study the text "Nim's Island" to identify language features within a narrative. The students will be learning how to add a new chapter to the text.

### Maths

The focus in Maths this term will be to consolidate multiplication and division facts; place value (initially in the 000's and then introduction of 10000), fractions and decimals, chance and data and patterns & algebra. The students will be studying duration of time in measurement. Other strands being studied are data & representation as well as number & numeration. Money and financial maths will be studied towards the end of the term. The students will be developing their application of problem solving strategies.



Where possible students will be working on Maths concepts more suitable to their individual needs.

### Science

**Here today, Gone tomorrow:** In this unit students will explore natural processes and human activity that cause weathering and erosion of 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 identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.

### Humanities and Social Sciences (HASS)

**Early Exploration And Settlement:** The students will be studying this unit for the entire semester.

Students will be using inquiry questions to discover the short- and long-term effects of European settlement.

In this unit, students will explore the diversity of different groups within their local community; consider how personal identity is shaped by aspects of culture, and by the groups to which they belong; examine the purpose of laws and distinguish between rules and laws; make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia by the British; investigate the experiences of British explorers, convicts, settlers and Australia's first peoples, and the impact colonisation had on the lives of different groups of people; analyse the experiences of contact between Australia's first peoples and others, and the impact colonisation had on the lives of different groups of people; analyse the experiences of contact between Australia's first peoples and others, and the effects these interactions had on people and the environment. The students will also draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of law of terra nullius.

### Design/Technology

**What's for lunch?** In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They will develop a food product that would not have been made one hundred years ago.

They will explore how people in different times developed food and fibre technologies to meet human needs.

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### Art

**Meaning in found objects:** In this unit, students will explore the communication of cultural meaning through found objects and surface manipulation. They will make, display and discuss their own and others' artworks.

### Music

During Music this term students will make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world.

During Dance this term students will make and respond to dance by exploring dance used in celebrations from a range of cultures. During Drama this term students will make and respond to drama by exploring dramatic traditions and practices in stories of Australia (including Aboriginal drama and Torres Strait Islander drama) and Australia's neighbouring countries as stimulus.

### PE

Students will be completing a NRL this unit focuses on inclusion and participation to practice and refine their fundamental movement skills in different situations. Students will apply the movement concepts and strategies in various game situations that allow them to apply innovative and creative thinking in solving movement challenges. Students will need to combine the elements of effort, space, time, objects and people when performing the movement sequences.

### Health

**Making healthy choices:** In this unit students will identify strategies to keep healthy and improve fitness. They will explore the Australian guide to healthy eating and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.

