

Term 2 Newsletter

Class 4A

General Information

Homework is handed out on a Friday and is due back the following Thursday. Encourage your child to spend time learning the multiplication and division weekly focus.

Please check that your child has sufficient books, pencils, rubbers and glue sticks for the start of Term Two.

English

In this unit, students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives. There are two assessment tasks: a reading comprehension and a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was present at the arrival of the First Fleet.

In the second unit, the students write a Procedure for a game that involves forces. This unit is integrated with the Science and Technology units.

Science

In this unit, students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games and complete games safely to collect data. Students will use tables and column graphs to organise data and identify patterns so that findings can be communicated. They will identify how science knowledge of forces helps people understand the effects of their actions.

HASS

In this unit, students:

- 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 *terra nullius*.
- analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment
- 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

- investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people
- examine the purpose of laws and distinguish between rules and laws
- explore the diversity of different groups in their local community
- consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.

Maths

- **Number and place value** - recognise, read and represent five-digit numbers; identify and describe place value in five-digit numbers; partition numbers using standard and non-standard place value parts; compare and order five-digit numbers; identify odd and even numbers; make generalisations about the properties of odd and even numbers; make generalisations about adding, subtracting, multiplying and dividing odd and even numbers; recall 3s, 6s and 9s facts; solve multiplication and division problems; use informal recording methods and strategies for calculations; apply mental and written strategies to computation.
- **Fractions and decimals** - revisit and develop understanding of the proportion and relationships between fractions in the halves family and thirds family, count and represent fractions on number lines, represent fractions using a range of models, solve fraction problems from familiar contexts.
- **Money and financial mathematics** - read and represent money amounts, investigate change, round to five cents, explore strategies to calculate change, solve problems involving purchases and the calculation of change, explore Asian currency and calculate foreign currencies.
- **Shape** - explore properties of polygons and quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons and combined shapes using tangrams.
- **Location and transformation** - investigate the features on maps and plans; identify the

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need for legends; investigate the language of location, direction and movement; find

locations using turns and everyday directional language; identify cardinal points of a compass; investigate compass directions on maps; investigate the purpose of scale; apply

scale to maps and plans; explore mapping conventions, plan and plot routes on maps; explore appropriate units of measurement and calculate distances using scales.

- **Geometric reasoning** - identify angles, construct and label right angles, identify and construct angles not equal to a right angle, mark angles not equal to a right angle.

Health

In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.

Music

This term, students will explore Australian music. They will analyse this music using the music elements: tempo, tonality and texture, and explore the emotive devices used.

Dance

This term, students will continue to explore how different cultures celebrate events using dance.

Drama

This term, students will use Dreamtime stories and other forms of Australian drama to find connection to Country and Place.

Visual Arts

In this unit, students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.

Students will:

- explore and identify purpose and meaning of visual language and symbolism in artworks by artists from different cultures who

communicate relationships to environments and places

- experiment with visual conventions and visual language to depict personal responses and qualities of imaginary environments inspired by real places (mixed-media techniques, colour relationships - warm/cool; application of materials - harsh/gentle)
- collaborate, plan and create an artwork to depict an imaginary tiny world
- compare contemporary artworks of artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning.

Technology

In this unit, students will investigate how forces and the properties of materials affect the behaviour of a product or system, make a game and design a games environment in which it can be used.

They will explore the role of people in engineering technology occupations and how they address factors that meet client needs. Students will apply these processes and production skills to:

- investigating materials, technologies for shaping and joining, and how designs meet people's needs
- generating and refining design ideas for a game and a games environment
- producing a game that meets the design brief
- evaluating their design and production processes
- collaborating and managing by working with others and developing sequenced steps.

Physical Activity

Students will create an athletic-themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.

