

Term 4 Newsletter

Year 4A & 4B



General Information

Welcome to the last term of year 4!

Ms Cain and Miss Wu would like to welcome the returning year 4 students to Walkerston State School. In this newsletter, you will find our learning focuses for term 4 and our timetable for specialist lessons. If you have any queries or concerns, please don't hesitate to get in contact via email or stop into the classroom before or after school hours.

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This term's specialist schedule is as follows:

	4A	4B
Monday	Library Religion	Religion Library
Tuesday		
Wednesday	PE	PE
Thursday	Music	Music
Friday		

Homework will be sent home on **Monday's and due back on Friday**. Students are also strongly encouraged to read for 15-20 minutes a day at home.

Your child will be contributing to a **safe and respectful classroom environment** by acknowledging the positive behaviour of others and celebrating their own positive role model qualities.

Diaries are expected to come back to school every day for communication and activities.

English

Writing: In this unit, students will create written and/or multimodal texts including stories for purposes and audiences, where they develop ideas using details from learnt topics, topics of interest or texts. Students will use paragraphs to organise and link ideas, use language features

including complex sentences, topic-specific vocabulary and literary devices, and/or visual features, write texts using clearly formed letters with developing fluency and spell words including multisyllabic and multimorphemic words with irregular spelling patterns, using phonic, morphemic and grammatical knowledge.

Reading: In this unit, students will read, view and comprehend texts created to inform, influence and/or engage audiences. Students will be assessed on their ability to describe how ideas are developed including through characters and events, and how texts reflect contexts, describe the characteristic features of different text structures, and describe how language features including literary devices, and visual features shape meaning. Students will also be assessed on their ability to read fluently and accurately whilst integrating their phonic, morphemic, grammatical and punctuation knowledge.

Spelling: Students will focus on spelling words including multisyllabic and multimorphemic words with irregular spelling patterns, using their phonic, morphemic and grammatical knowledge.

Maths

In term 4, students will be exploring **Number** and how to find unknowns in equations involving addition and subtraction. Student will also follow, create and demonstrate their knowledge and understanding of algorithms and identify emerging patterns. They will choose and use efficient strategies when modelling problems and continue to develop their mathematical communication to share their solutions. The unit will also involve **Chance and Probability** events where students become increasingly able to identify all possible outcomes from simple experiments and explain that 'fairness' of chance outcomes is related to the equal likelihood of all possible outcomes. Students will also identify unfair elements in games that affect the chances of winning (having an unequal number of turns) and recognise that all probabilities must lie between impossible (no chance) and certain. There are 2 assessments for this unit along with

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monitoring students' knowledge and understanding of the space curriculum.

- Unit 4 (Number and Algebra) Assessment task 4.1 — Finding unknowns, creating algorithms and identifying emerging patterns
- Unit 4 (Chance and Probability) Assessment task 4.2 — Ordering likelihood of events and conducting chance experiments

HASS

In this unit, students will continue to look at the arrival of the first fleet, and analyse primary sources such as diary entries that more specifically view the life on the hulks. Students will identify the perspective of the sources, the events that followed and the cause and effect of their experiences.

Science

In this unit students will investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students will consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. Students will make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. Student will draw links with the materials by also identifying their contribution to the environment (sustainability), and Indigenous practices. Students will represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations. Students will complete simple reports to communicate their findings.

Media technology

In this unit, students will create a 150 year Walkerston Anniversary iMovie, that aims to celebrate and display the changes within the school. Students will develop media production skills by exploring ways of shaping ideas using media technologies, images, sounds, text and/or meaning. Students will then share their media arts work in informal settings whilst considering responsible media practices

Music & Dance

In Music this term students will revise rhythm groupings and form. Students will continue to practice reading standard western notation through games and playing instruments. In Dance students will create their own sequence of movement to represent a part of the story Peter and the Wolf. Students will use the knowledge of space, time, dynamics and relationships to communicate the story to an audience.

Health

In this unit, students explore personal and social factors and refine skills that support and contribute to their identities and emotional responses in various situations. They develop strategies for managing the physical, emotional and social changes and transitions they may experience as they grow older. As they continue to build relationships, they develop an understanding of the importance of empathy, diversity, respect and inclusion in initiating and maintaining respectful relationships.

Specifically, they will identify and explore gender stereotypes and how these can be challenged to achieve fairness and equality. They will also practice how respectfully agreeing and disagreeing can address unfairness and inequality related to gender expectations along with proposing ways to assert their own and support others' human rights.

Physical Education

Students will demonstrate how movement concepts, strategies and skills (striking and fielding skills) can be adapted to perform in a range of situations when playing **Cricket**.