









Year 4 Term 4 2021

Culminating: Dance Performance, share cereal box designs, Science project folders and camp photo story

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Attributes of Life Long Learners	Think	Investigate	Create	Participate	Communicate	Reflect
	<p>Students use a variety of strategies when working mathematically.</p>  <p>What strategy will help me to generate solutions?</p>	<p>Students will investigate how human impacts can affect endangered animals.</p>  <p>What can be done to assist the survival of an endangered animal?</p>	<p>Students will use media art techniques to design appealing cereal box packaging.</p>  <p>What digital art techniques will I use to design my cereal box?</p>	<p>Students will participate in a variety of classroom activities.</p>  <p>How can I participate actively in class activities?</p>	<p>Students will analyse advertisements to identify persuasive devices.</p>  <p>What techniques do advertisers use to persuade us to buy their products?</p>	<p>Students will reflect on health messages in advertising.</p>  <p>How do I make good choices to stay healthy?</p>

Key Learning Areas	English	Maths	Science	HASS	Digital Technologies	The Arts	HPE	Italian
	<p>Examining persuasion in advertisements and product packaging Students understand how to recognise and analyse characteristic ideas, and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal.</p>	<p>Number and place value — calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers. Fractions and decimals — count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths). Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases. Patterns and algebra —use equivalent multiplication and division number sentences to find unknown quantities. Using units of measurement — use am and pm notation, solve simple time problems. Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means. Data representation and interpretation — write questions to collect data, collect and record data, display and interpret data.</p>	<p>Ready, Set, Grow! Investigate life cycles & sequence key stages in the life cycles of plants & animals. Students examine relationships between living things and their dependence on each other and on the environment. By considering human & natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.</p>	<p>Sustainable use of places <i>How can people use environments more sustainably?</i> In this unit, students will:</p> <ul style="list-style-type: none"> • explore the concept of 'place' with a focus on Africa and South America • describe the relative location of places at a national scale • identify how places are characterised by their environments • describe the characteristics of places, including the types of natural vegetation and native animals • examine the interconnections between people and environment and the importance of environments to animals and people • identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places • investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste • recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments propose actions for caring for the environment and meeting the needs of people. 	<p>Healthy Cereal Choices – what's in your cereal? Students will explore and manipulate different types of data and transform data into Information. They will create a digital solution that presents data as meaningful information to assist in determining the healthiest choice of cereal. Students will collect, access and present this data as information using simple software (spreadsheets).</p>	<p>Media Arts - On the Box Students explore the purposes and meanings of media artworks and discuss how and why they and others use images, sound and text to make and present media artworks. Students will compare the digitisation of advertising on the internet and other media sources and create and present a media artwork of a cereal package.</p> <p>Specialist- Dance Choreographers use dance to express ideas. Students will learn the elements of Dance, including, Movement, Space, Time, Dynamics, Relationships, Choreographic Devices, Production Elements and Performance Skills. Through a series of choreographic activities, students will develop their understanding of dance concepts and construction. Students will choreograph a class dance using a theme as stimulus and perform for a formal audience.</p>	<p>Program Achieve – Part 4 Social-emotional blockers In this unit, students will identify social-emotional Blockers and practise:</p> <ul style="list-style-type: none"> • awareness and management of anger • not paying attention • procrastination • worry and feeling down. <p>PE Specialist Traditional Dancing Students engage in a variety of traditional dances developing coordination, balance through various positions, movement and stances. Swimming Students engage in a variety of activities that promote proficient swimming in an aquatic environment.</p>	<p>La Bella Italia Italian cultural unit: interesting places and events in Italy and how to get there.</p>