









# Year 4 Term 3 2022

**Productive Partnerships:** Waste Management Incursion  
**Open Afternoon:** Share new event

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Attributes of Life Long Learners	<b>Think</b>	<b>Investigate</b>	<b>Create</b>	<b>Participate</b>	<b>Communicate</b>	<b>Reflect</b>
	<p>Students use a variety of strategies when working mathematically.</p>  <p><b>What strategy will help me to generate solutions?</b></p>	<p>Students investigate the physical properties of materials.</p>  <p><b>How do the properties influence the selection of materials for different purposes?</b></p>	<p>Students will create a character profile of a main character from Rowan of Rin.</p>  <p><b>How will I create an interesting character profile?</b></p>	<p>Students use the strategies from Program Achieve to maintain happiness and wellbeing.</p>  <p><b>What strategies can I use to maintain positive relationships and build resilience?</b></p>	<p>Students will draft a descriptive letter from <i>Rowan of Rin</i>.</p>  <p><b>How will I plan and write a descriptive letter from <i>Rowan of Rin</i>?</b></p>	<p>Students reflect about waste management in our community.</p>  <p><b>How can I collect and represent data about waste management in our school?</b></p>

Key Learning Areas	<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>HASS</b>	<b>Design and Technologies</b>	<b>The Arts</b>	<b>HPE</b>	<b>Italian</b>
	<p><b>Exploring a quest novel</b>            In this unit, students read and analyse a quest novel. Students are monitored as they describe how language features and vocabulary are used to engage the interest of readers and understand how literal and implied meaning connect ideas in texts. Students will write a character profile to explain how the author represents the main character in an important event in the quest novel, finding literal and inferred meaning. Students plan, create and present a letter from the main character, which includes a moral.</p>	<p><b>Number and place value</b> — interpret number representations, sequence number values, apply number concepts and place value understanding to the calculation of addition, subtraction, multiplication and division, develop fluency with multiplication fact families, apply mental and written computation strategies, recall multiplication and division facts and apply place value to partition and regroup numbers to assist calculations.  <b>Fractions and decimals</b> — partition to create fraction families, identify, model and represent equivalent fractions, count by fractions, solve simple calculations involving fractions with like denominators, model and represent tenths and hundredths, make links between fractions and decimals, count by decimals, compare and sequence decimals.  <b>Money and financial mathematics</b> — represent, calculate and round amounts of money required for purchases and change.  <b>Patterns and algebra</b> — use equivalent addition and subtraction number sentences to find unknown quantities.  <b>Using units of measurement</b> — use scaled instruments to measure and compare length, mass, capacity and temperature, measure areas using informal units and investigate standard units of measurement.  <b>Shape</b> — compare the areas of regular and irregular shapes using informal units of area measurement.  <b>Location and transformation</b> — investigate different types of symmetry, analyse and create symmetrical designs.</p>	<p><b>Material Use</b>            Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. They 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. They complete simple reports to communicate their findings.</p>	<p><b>Sustainable use of places</b>  <b>Inquiry Question:</b> <i>How can people use environments more sustainably?</i> Students will:            • 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>	<p><b>Jurassic College</b>            Students will create a Jurassic World in augmented or virtual reality using CoSpaces.             Students use agreed protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online.</p>	<p><b>Specialist: DANCE Choreography Level 4</b>            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><b>Program Achieve – Part 3 Wellbeing</b>            In this unit, student will learn strategies to support their well-being including:            * resilience            * happiness            * awareness, self-management, ABCs of emotions, cognitive restructuring, mindfulness.   <b>HPE Specialist: Having a Ball</b>            Students will refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. They will develop understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games. They will also apply strategies for working cooperatively and apply rules fairly.  <b>European Handball and Rugby League</b></p>	<p><b>La Bella Italia</b>            Italian cultural unit: interesting places and events in Italy and how to get there.</p>