Year 4 GTMJs Term 1 2024

English - Just Tricking: Year 4 Unit 1

Student	[Enter student name.]		Teacher	[Enter teacher name.]
Learning area	English		Subject	Imaginative narrative
Technique	Spoken Presentation and Extended response: imaginative short story			

Purpose

To analyse an extract from *Just Tricking!* To present the extract to their peers, using a variety of features of voice. To create an imaginative short story for *The Twits*, drawing on inspiration from Roald Dahl's literary devices and language features.

	A	B	C	D	E
Speaking and Listening PART A	Interacts with others by acknowledging and extending others contributions and presents ideas and opinions clearly and coherently. Listens to and presents spoken texts using an extract from Andy Griffiths *novels*.	Interacts with others by acknowledging and extending others contributions, and listens to and presents spoken texts using an extract from Andy Griffiths *novels*.	Interacts with others, and listens to and presents spoken texts using an extract from Andy Griffiths *novels*.	Interacts and listens to others or presents spoken texts using an extract from Andy Griffiths *novels*.	Shares ideas with others, and gives an opinion of an extract from Andy Griffiths *novels*.
	Share and extend ideas about literary devices and deliberate word play and how they are used by authors to create originality and playfulness, opinions and information with audiences, using relevant details from learnt texts by authors Andy Griffiths and Roald Dahl.	Share and extend ideas about literary devices (onomatopoeia, alliteration and imagery), opinions and information with audiences, using relevant details from learnt texts by authors Andy Griffiths and Roald Dahl.	Share and extend ideas, opinions and information with audiences, using relevant details from learnt texts by authors Andy Griffiths and Roald Dahl.	Shares ideas, opinions and information with audiences, using details from learnt texts by authors Andy Griffiths and Roald Dahl.	Shares an idea, opinion and information with audiences.
	Uses narrative text structures to organise and link ideas.			Uses elements of the narrative text structure to organise and link ideas.	
	Uses language features including topic-specific vocabulary, literary devices and varies features of voice (volume, tone and pitch) to rehearse and deliver an extract from Andy Griffiths *novels* or Roald Dahl *The Twits* and provides appropriate feedback regarding a peers features of voice, using 2 Stars and a Wish.	Uses language features including topic-specific vocabulary, literary devices and features of voice (volume, pace, tone and pitch) to rehearse and deliver an extract from Andy Griffiths *novels* or Roald Dahl *The Twits*.	Uses language features including topic-specific vocabulary, literary devices and features of voice (volume and pace) to rehearse and deliver an extract from Andy Griffiths *novels* or Roald Dahl *The Twits*.	Uses language features including topic-specific vocabulary, literary devices and features of voice (volume and pace) to rehearse and deliver an extract from Andy Griffiths *novels* or Roald Dahl *The Twits*.	Uses language features including topic-specific vocabulary, literary devices and features of voice (volume and pace) to rehearse and deliver an extract from Andy Griffiths *novels* or Roald Dahl *The Twits*.
Writing and Creati	Creates a written imaginative short story for a purpose and Yr 4 audience, developing ideas using details from the learnt text, *The Twits*. - Quoted (direct) speech	Creates a written imaginative short story for a purpose and Yr 4 audience, developing ideas using details from the learnt text, *The Twits*. - Quoted (direct) speech	Creates a written imaginative short story for a purpose and Yr 4 audience, developing ideas using details from the learnt text, *The Twits*. - Noun groups	Creates a written text for a purpose and Yr 4 audience, using details from the learnt text, *The Twits*.	Creates a written text using a detail from the learnt text, *The Twits*.

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Create a short story for a purpose.

	- Prepositional phrases - For effective descriptions uses verb groups, adverbs groups, adverb phrases for a purpose	- Text connectives - Range of sentence types - Verb groups	- Cohesive and coherent text that uses pronouns		
	Use paragraphs to develop, organise and link ideas through a narrative text structure.	Use paragraphs to organise and link ideas through a narrative text structure.	Use paragraphs to organise and link ideas.	Exploring using paragraphs to organise and link ideas.	
	Writes texts using clearly formed, joined letters with developing fluency and automaticity.	Writes texts using clearly formed, joined letters with developing fluency.	Writes texts using clearly formed letters with developing fluency.	Writes texts using formed letters.	Writes texts.

Feedback

Year 4 GTMJs Term 1 2024

Tricks and Forces

Student	[Enter student name.]	Teacher	[Enter teacher name.]
Learning area	SCIENCE	Subject	Physical Sciences
Technique	Experimental Investigation		
Purpose			

Purpose: To Identify frictional and gravitational forces acting on objects and describe the effect of friction through conducting a scientific investigation and game design. To make predictions based on observations and construct a simple column graph to organise data and information and identify patterns and relationships. To communicate the main force demonstrated in their game with peers, using scientific vocabulary when appropriate.

		A	B	C	D	E
Science Understanding	Physical Sciences	Identify frictional, gravitational and magnetic forces acting on objects, using force arrows to represent direction and magnitude. Identify in the first part + game Describe the positive and negative effects of friction on everyday experiences. Car at the snow picture + question for positive / negative effects Eg: chains: slows the car down so that people are safe = more friction, because the ice is slippery and has a low amount of friction.	Identify frictional and gravitational forces acting on objects, using force arrows to represent direction. Describe effects of friction on everyday experiences. Eg: chains slows the car down so that people are safe and there is more friction.	Identify frictional and gravitational forces acting on objects. (Q3c) Describe the effect of friction. (Q4) Eg: slows the car down	Identify a force acting on objects. Identifies an effect of friction.	Recognise a force.
Science Inquiry	Questioning and predicting	Make predictions based on observations using knowledge of friction on surfaces, using a comparative statement. Eg: I predict that the car will travel furthest down the alfoil because it has the least amount of friction compared to the bubble wrap because it has a high amount of friction.	Make predictions based on observations using knowledge of friction on surfaces. Eg: I predict that the car will travel furthest down the alfoil because it has the least amount of friction.	Make predictions based on observations. (Q2) eg: I predict that the car will travel furthest off the Astro turf	Makes a prediction. Eg: I think the red car will go faster because of the wheels.	

		A	B	C	D	E
	Processing, modelling and analysing	Construct an accurate column graph, with correct labels to organise data and information and identify patterns and relationships, with reference to their prediction.	Construct an accurate column graph to organise data and information and identify patterns and relationships.	Construct a simple column graph to organise data and information and identify patterns and relationships. (Q3a & 3b) Give the students a grid with no labels (lines to indicated position)	Construct a simple column graph.	Construct a simple table.
	Communicating	Communicate using accurate scientific vocabulary purposefully.	Communicate using scientific vocabulary purposefully.	Communicate using scientific vocabulary when appropriate. (Q3c)	Communicate some scientific vocabulary when appropriate.	Communicate information with no scientific vocabulary.

Year 4 GTMJs Term 1 2024

HASS - Local Government Roles: Year 4 Unit 1

Student	[Enter student name.]		Teacher	[Enter teacher name.]
Learning area	HASS		Subject	Civics and Citizenship
Technique	Test			

Purpose

To describe the importance and role of local government, community members and laws, and the cultural and social factors that shape identity. To develop questions and locate, collect and record information and data from a range or sources and formats. To use ideas from sources and relevant subject specific terms to present descriptions and explanations.

		A	B	C	D	E
Knowledge and Understanding		Describe the importance and role of the Sunshine Coast local government and the community members, how local government is chosen and by whom and how local services impact on the lives of students. Part A – Q4 Describe the importance of laws, how they affect the lives of people and the differences between rules and laws. Part A – Q8 Describe the cultural, religious and social factors that shape identity and their importance to identity. Part B – Q1 (cultural, religion, social and other) Part B – Q3	Describe the importance and role of the Sunshine Coast local government and the community members and how local government is chosen and by whom. Part A – Q3 Describe the importance of laws and the differences between rules and laws. Part A – Q6 Describe the cultural, religious and social factors that shape their identity. Part B – Q1 (cultural, religion, social)	Describe the importance and role of the Sunshine Coast local government and community members. Part A – Q1,Q2 Describe the importance of laws. Part A – Q7 Describe the cultural and social factors that shape identity. Part B – Q1 (cultural and social)	Describe the importance or role of the Sunshine Coast local government and community members. Part A – Q1 or Q2 and Q4 (first column) Identifies rules and laws Part A – Q5 Describe the cultural or social factors that shape identity. Part B – Q1 (cultural and social)	Describe the importance or role of the Sunshine Coast local government or a community member. Part A – Q1 or Q2 or Q4 (first column) Identifies a rule or law Part A – Q5 Describes a factor that shapes identity. Part B – Q1
Skills		Develop questions to examine unfamiliar ideas including what is similar/different and locate, collect and record information and data from a range of sources and formats. Part B – Q1 (Own created questions)	Develop questions including what is similar/different and locate, collect and record information and data from a range of sources and formats. Part B – Q2	Develop questions and locate, collect and record information and data from a range of sources and formats. Part B – Q1 (cultural, religion, social)	Develop question/s or locate, collect and record information and data from a range of sources and formats. Part B – Q1	Develop question/s or locate, collect and record information and data. Part B – Q1

	Use ideas from sources and accurate relevant subject-specific terms to present descriptions and extend and elaborate on explanations.	Use ideas from sources and accurate relevant subject-specific terms to present descriptions and explanations.	Use ideas from sources and relevant subject-specific terms to present descriptions and explanations.	Use ideas from sources and limited subject-specific terms to present descriptions.	Use ideas from sources to present descriptions.

Feedback

Year 4 GTMJs Term 1 2024

Mathematics: Year 4 Term 1: Knowing numbers (adjusted27/11/20)	Name:

Purpose: To find unknown quantities, recall multiplication and division facts and complete calculations. (ACMA075)

Understanding and fluency	Problem solving and Reasoning	
Recalls multiplication and division facts, identifies unknown quantities in number sentences	Describes and explains thinking and reasoning to solve word problems	
Chooses and accurately applies efficient multiplication and division strategies (Q4) (Q5)	Clearly and logically explains thinking to efficiently calculate the individual cost of items (Q4) (Q5)	A
Provides multiple solutions to match an incomplete multiplication fact family triangle (Q1c) Provides and recalls a range of division extensions (Q3b) Calculates accurately with two-digit numbers (Q2c)	Solves and reasons word problems (Q3b) Solves complex familiar problems using an efficient method with reasoning (Q3c, d)	B
Provides and recalls a range of multiplication and division facts (Q1a,b) Provides and recalls a range of multiplication (Q3a) Writes number sentences to match multiplication and division situations (Q3c, 3d) Calculates accurately with two-digit numbers (Q2a,b)	Solves and reasons simple familiar word problems (Q3a)	C
Recalls some multiplication and division facts. Chooses and applies a strategy to multiply or divide (Q1a,b)	Represents a problem by writing a number sentence or model (Q3a,b)	D
Recalls a simple multiplication or division fact		E

Year 4 GTMJs Term 1 2024

Mathematics Year 4 Unit 2 — What are the chances?	Name:

Purpose of assessment: To identify dependent and independent events and explain the chance of everyday events occurring. (ACMSP092)

Understanding and fluency	Problem solving and reasoning	
Lists and compares everyday events according to the likelihood of their occurrence. Identifies dependent and independent events.	Generalises conditions for dependence. Explains and justifies choices related to chance.	
Correctly orders events according to their likelihood of occurrence (Q2)	Investigates and justifies choices related to chance. Clearly uses the language of chance to explain and justify thinking (Q7)	A
Identifies an event where the second event is dependent on the first (Q5c)	Writes a statement that correctly generalises the conditions for dependent events (Q5b) Correctly justifies why the chosen prediction is correct (Q6)	B
Recognises everyday events using the language of chance (Q1) Correctly identifies dependent and independent events (Q4) Correctly identifies pairs of events where the second event is dependent on the first (5a)	Writes an example of an everyday event (3a)	C
Exhibits some 'C' descriptors in simple familiar situations		D
		E