



# Year 4

## Term 3 Overview

Term 3 is now well underway! With so many important dates this term, please regularly check Class Dojo for information. We ask that families please stay vigilant with attendance: EVERY DAY COUNTS!

### English: Exploring recounts in the past

#### Focus:

Students listen to, read and explore a variety of historical texts including historical and literary recounts written from different people's perspectives.

They will deliver a spoken recount in role as a character from a particular historical context.

Students will:

- Understands how to express an opinion based on information in a text.
- Creates texts that show understanding of how detail can be used to extend key ideas.
- Creates a structured text to explain ideas.
- Uses language features to create coherence and add detail to their texts.
- Demonstrates understanding of grammar, selects vocabulary from a range of resources.
- Makes a presentation, varying language according to context.

#### Assessment Tasks:

- Spoken recount—Week 10

### Mathematics

#### Focus:

This term, students will focus on applying a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Students will:

- Recognise common equivalent fractions in familiar contexts and locate familiar fractions on a number line
- Compare areas of regular and irregular shapes using informal units
- Recall multiplication facts to 10 x 10 and related division facts
- Use scaled instruments to measure temperatures, lengths, area of objects
- Solve problems involving time duration and convert between units of time

#### Assessment Tasks:

- \* Time - **Week 3**
- \* Fractions - **Week 6**
- \* Measurement - **Week 10**



### Buzz Fair

9th & 10th Sept

1hr on either of those days

### Term 3

#### Key Dates:

#### Pyjama Foundation- Free

#### Dress Day

Friday, 26th July

#### NAIDOC Celebrations

Thursday, 1st August

#### Story Arts Festival Excursion

Wednesday, 7th August

#### Street Science Incursion

Wednesday, 14th August

#### National Day of Action

#### Against Bullying!

Friday, 16th August

#### Interschool sports start

Friday, 16th August

#### P&C Disco

Friday, 16th August

#### Fathers Day Stall

Wednesday 28th & Thursday  
29th August

#### Perform Education!

#### Book Week Incursion

Wednesday, 21st August

#### Book Week Parade

Friday 23rd August

#### Student Free Day

30th August

**School closed**

# Science: Here today, gone tomorrow

## Focus:

In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surfaces. Students relate this to their local area, make observations and predict consequences of future occurrence and human activity.

Students will:

- Discuss how natural processes and human activity cause changes to Earth's surface
- Identify when science is used to understand the effect of their actions
- Follow instructions to identify investigable questions about familiar contexts and make predictions based on prior knowledge
- Describe ways to conduct investigations and safely use equipment to make and record observations accurately
- Suggest explanations for observations and compare their findings with their predictions
- Suggest reasons why a test was fair or not
- Use formal and informal ways to communicate their observations and findings

## Assessment Task:

- \* Soil erosion investigation - **Week 10**

# HASS: Early exploration and settlement

## Focus:

Over Semester 2, students will conduct an inquiry to answer the following inquiry question: *What were the short and long term effects of European settlement?*

Students will:

- Recognise the significance of events in bringing about change and the importance of the environment
- Explain how and why life changed in the past and identify aspects of the past that have remained the same
- Describe the experiences of an individual or group in the past
- Identify different views on how to respond to an issue or challenge
- Develop questions to investigate.
- Locate and collect information and data from different sources, including observations to answer these questions.
- Examining information, they distinguish between facts and opinions and detect points of view
- Share their points of view, respecting the views of others
- Sequence information about events and the lives of individuals in chronological order with reference to key dates
- Present ideas, findings and conclusions using discipline-specific terms in a range of communication forms.

## Assessment Tasks:

- \* About me- **Week 5**
- \* Cook's Journey- **Week 10**

# Health and Physical Education

## Focus:

- In Physical Education (P.E), students apply strategies for working cooperatively and apply rules fairly. Students refine striking and fielding skills and concepts in active play and games.

## Assessment Tasks:

- \* Physical Education Assessment - **Week 9**

# The Arts

## Focus:

This semester, students will be exploring Media Arts and Dance.

In Media Art, students will explore media artworks that inform the making of a collaborative television-style advertisement, which persuades a targeted audience to protect an imaginary place.

In Dance, students will make and respond to dance by exploring dance used in celebrations from a range of cultures.

## Assessment Task:

- Media arts - Week 8
- Dance - Week 8

## Homework Expectations

Homework is used as a teaching and learning tool for your child to gain independence, responsibility and to further reinforce their in-class learning. Homework needs to be completed neatly and to the best of their ability. Please see your teacher for further details.

## Important Information

- Please remember to ALWAYS bring a HAT to school. Please ensure that students have their hats labelled and at school everyday for sun safety.
- Remember to bring your water bottle every day; hydration is key!
- We love to have healthy bodies and minds at Brassall and encourage students to bring a healthy lunch each day. Students may also bring fruit or vegetables for morning fruit break.



### Teacher Contact Details:

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