

ENGLISH

The Twits

In this unit students read a 'The Twits' and examine and analyse the language features and techniques used by the author. Students create a new chapter for the 'The Twits'. The teaching and learning in this unit work towards the following:

- Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)
- Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)
- Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)
- Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)
- Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)
- Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)
- Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)
- Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)

The ARTS

Tiny worlds

In this unit students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places. Students will explore and identify purpose and meaning of visual language and symbolism in artworks by artists from different cultures who communicate relationships to environments and places. They will experiment with visual conventions and visual language to depict personal responses and qualities of imaginary environments inspired by real places (mixed-media techniques, colour relationships - warm/cool; application of materials - harsh/gentle). They will collaborate, plan and create an artwork to depict an imaginary tiny world and compare contemporary artworks of artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning (ACAVAM110, ACAVAM111, ACAVAM112, ACAVAM113).

SCIENCE

Ready, Set, Grow - In this unit, students will investigate life cycles. They will examine relationships between living things and their dependence on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on the survival of the species. Students will describe situations where science understanding can influence their own and others' actions. Students will identify investigable questions and predict likely outcomes from their investigations. They will discuss ways to conduct investigations safely and make and record observations. They will use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They will complete simple reports to communicate their findings.
Assessment Task – Students Research the relationships that impact on the survival of that animal or plant.

TERM OVERVIEW

Year 4 – Term 1

Together we build the future

MATHEMATICS

Number and Algebra- Number and Place Value

- Investigate and use the properties of odd and even numbers. (ACMNA071)
- Recognise, represent and order numbers to at least tens of thousands (ACMNA072)
- Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073)
- Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074)
- Recall multiplication facts up to 10×10 and related division facts (ACMNA075)
- Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)
- Explore and describe number patterns resulting from performing multiplication (ACMNA081)
- Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082)
- Use equivalent number sentences involving addition and subtraction to find unknown quantities (ACMNA083)

Measurement and Geometry

- Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies (ACMMG088)
- Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)
- Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091)
- Compare angles and classify them as equal to, greater than or less than a right angle (ACMMG089)

Statistics and Probability

- Describe possible everyday events and order their chances of occurring (ACMSP092)
- Identify everyday events where one cannot happen if the other happens (ACMSP093)
- Identify events where the chance of one will not be affected by the occurrence of the other. (ACMSP094)

HASS

Australia before, during and after European settlement

In this unit, students draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of *terra nullius*. They analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment. They make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia. They investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people. They examine the purpose of laws and distinguish between rules and laws. They explore the diversity of different groups in their local community. They consider how personal identity is shaped by aspects of culture, and by the groups to which they belong. (ACHASSK117, ACHASSI095, ACHASSI098, ACHASSI101, ACHASSI102, ACHASSI105).