



## ENGLISH

### Unit 2

#### EXAMINING HUMOUR IN POETRY

Students will read and listen to a range of humorous poems by different authors. They will identify structural features and poetic language devices in humorous poetry. They will use this knowledge to innovate on poems and evaluate the poems by expressing personal viewpoint using evidence from the poem.

#### Assessment Tasks

**Reading comprehension: Interpret and evaluate a humorous poem**

*Exam/test:* Students will identify structural features and poetic language devices in a humorous poem. They will analyse and evaluate how effective these are in creating a humorous poem.

### Unit 7

#### EXAMINING PERSUASION IN ADVERTISEMENTS

Students understand how to recognise and analyse characteristic ideas, language and techniques in advertisements and their impact on the target audience. Students understand how to navigate around a website identifying text, navigation, layout and links, which are used and contribute to the effectiveness of still image advertisements. As a group they take part in a panel discussion about the persuasive techniques used in advertisements.

#### Assessment Tasks

**Listening and viewing comprehension**

*Exam/test*

Students interpret and evaluate the persuasive language features, visual elements and audio effects in television advertisements.

## HEALTH AND PE

### Health - CULTURE IN AUSTRALIA- POSITIVE INTERACTIONS

Students will:

- Examine how success, challenge and failure strengthen personal identities.
- Describe how respect, empathy and valuing difference can positively influence relationships.
- Research own heritage and cultural identities, and explore strategies to respect and value diversity.

### Physical Education

**CROSS COUNTRY** - They will also examine the benefits of being fit and physically active.

**ATHLETICS** - They will perform running, jumping and throwing sequences in authentic situations.

## Languages - Japanese

### "Nice to meet you"

During this term the Year 4 students will be focusing on verbal and non-verbal language, which is used in simple and routine exchanges of self-introduction.

#### Assessment

Students will be asked to design and present a self-introduction to their classmates.

## MATHS

### Unit 3

Students develop understandings of:

- Number and place value — recognise, read & represent 5-digit numbers, identify & describe place value in 5-digit numbers, partition numbers (standard & non-standard), make connections between representations of 5-digit numbers, compare & order 5-digit numbers, identify odd & even numbers, make generalisations about the properties of odd and even numbers, make generalisations about the 4 operations and odd & even numbers, extend fluency & recall of 3s, 6s, 9s facts, solve multiplication & division problems, revise informal recording methods & strategies used for calculations, apply mental & written strategies to computation.
- Fractions and decimals — develop understanding of proportion & relationships between fractions in the halves family & thirds family, count & represent fractions on number lines, represent fractions using a range of models, solve fraction problems from familiar contexts.
- Shape — explore properties of 2D shapes including polygons & quadrilaterals, identify combined shapes, investigate properties of shapes within tangrams, create polygons & combined shapes using tangrams.

#### Assessment Tasks

##### Why is it odd?

##### Short answer questions

Students use the relationships between the four operations and odd and even numbers.

### Unit 4

Students develop understandings of:

- Location and transformation – investigate the features on maps and plans, identify the need for legends, investigate the language of location, direction & movement, find locations using turns & everyday directional language, identify cardinal points of a compass, investigate compass directions on maps, investigate the purpose of scale, apply scale to maps & plans, explore mapping conventions, plan & plot routes on maps, explore appropriate units of measurement & calculate distances using scales.
- Geometric reasoning – identify angles, construct & label right angles, identify & construct angles not equal to a right angle, mark angles not equal to a right angle.
- Number and place value – consolidate place value understanding of 5-digit numbers, compare & order 5-digit numbers, revise addition & subtraction concepts, solve addition & subtraction problems, consolidate multiplication problems, use appropriate strategies to solve problems,
- Money and financial mathematics – read & represent money amounts, investigate change, rounding to five cents, explore strategies to calculate change, solve problems involving purchases & the calculation of change, explore Asian currency & calculate foreign currencies.

#### Assessment Tasks

##### Legend land

##### Short answer questions

Students interpret, create and describe information contained in simple maps

##### Number and location mathematical inquiries

##### Written

Students use simple strategies to reason and solve number and location inquiry questions.

## SCIENCE

### READY, SET, GROW!

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 Tasks

##### Mapping lifecycles and relationships

##### Assignment/project

Students understand how relationships of living things impact on their life cycle and describe situations where science understanding can influence actions and organise and communicate data.

## GEOGRAPHY

### EXPLORING ENVIRONMENTS AND PLACES

Inquiry question/s:

- How does the environment support the lives of people and other living things?

In this unit, students:

- draw on studies at the national scale, including Australia and the location of major countries in South America and Africa
- recognise the purpose and types of geographical questions
- explore the importance of environments to animals and people and how places are characterised by their environments

#### Assessment Tasks

##### Collection of work (Multimodal or written)

Students use geographical methods to represent, interpret and communicate data and information.

## THE ARTS

### Dance

In this unit students will use dance elements to create, perform and respond to dances using appropriate terminology.

#### Assessment

Each student's ability to:

- Use movement qualities, expressive skills, choreographic devices and dance elements to create and perform a dance communicating an idea
- Demonstrate technical skills safely in dance
- Identify how dance elements communicate ideas to the audience