



GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING

LEARNING

SUCCESS



2022

Year 4

Learning Journey

Term 4

Important Days and Information

PE Days:

4N – Friday

4S – Friday

4M – Friday

4G - Friday

Sport - Tuesday

Please ensure your child wears their sports uniform including a school approved hat.

BYOD:

Year 4 – All days

Additional information can be found on 'The Glendore Grove' Smore page: [The Glendore Groove](#) | [Smore Newsletters for Education](#)

Please refer to our fortnightly 'Glendore Groove' Newsletter for 'What's On' in Term 4.

Newsletters can be found in our 'school newsletters' section on the Glendore Public School Website:

<https://glendore-p.schools.nsw.gov.au/newsletter.html>

English

Reading & Viewing:

Students will engage in daily Explicit Instruction lessons and reading groups. Activities focus on the development and consolidation of a range of literacy strategies including spelling, fluency, comprehension and writing skills. Our reading focus will be on vocabulary and comprehension strategies including making connections, predicting, questioning, monitoring, visualising and summarising.

Writing & Representing:

Students will participate in guided, modelled and independent writing tasks based on a range of text types. Students will focus on imaginative texts (poetry).

Skills Focus

- plan, compose and review texts
- discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features.
- plan and organise ideas using heading, graphic organisers, questions and mind maps
- identify elements of their writing that need improvement and review using feedback from teacher and peers
- reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation
- reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure.

Speaking & Listening:

Students will participate in a range of class-based Speaking & Listening activities focusing on a range of topics. A take-home task will be presented in class in week 5. This term the students will speak about a personal experience or idea by choosing one of the following topics:

The best day of my life...
A new rule I would make ...
A time I was brave ...
The hardest thing I ever did ...

More information is provided in the homework booklets.

Mathematics

Students will explore the following mathematical concepts through whole class, group and independent tasks throughout Term 4:

Whole Number

- round numbers to the nearest ten, hundred, thousand or ten thousand

Data

- interpret and evaluate the effectiveness of various data displays found in media and in factual texts, where displays represent data using a scale of many-to-one correspondence

Time

- read and interpret timetables and timelines
- read and interpret calendars

Addition and Subtraction

- solve problems involving purchases and the calculation of change to the nearest five cents, with and without the use of digital technologies
- solve addition and subtraction problems involving money, with and without the use of digital technologies
- calculate change and round to the nearest five cents

Volume and Capacity

- compare and order the capacities of two or more containers measured in millilitres
- estimate the capacity of a container in millilitres and check by measuring
- compare the volumes of two or more objects by marking the change in water level when each is submerged in a container
- measure the overflow in millilitres when different objects are submerged in a container filled to the brim with water
- estimate the volume of a substance in a partially filled container from the information on the label detailing the contents of the container

Multiplication and Division

- model division, including where the answer involves a remainder, using concrete materials
- use mental strategies to divide a two-digit number by a one-digit number where there is no remainder
 - using halving and repeated halving to divide by 2, 4 and 8
 - using the relationship between division facts
- use mental strategies to divide a two-digit number by a one-digit number in problems for which answers include a remainder
- record remainders to division problems in words
- interpret the remainder in the context of a word problem
- use mental and informal written strategies to multiply a two-digit number by a one-digit number:
 - using an area model
 - using doubling and repeated doubling to multiply by 2, 4 and 8
 - using the relationship between multiplication facts
 - factorising the larger number
- use mental strategies to build multiplication facts to at least 10×10 , including:
- using the relationship between multiplication facts
- factorising one number

Mass

- compare two or more objects by mass measured in kilograms and grams, using a set of scales
- interpret commonly used fractions of a kilogram, including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, and relate these to the number of grams
- record masses using kilograms and grams

Fractions and Decimals

- model, compare and represent decimals of up to two decimal places
- place decimals of up to two decimal places on a number line
- round a number with one or two decimal places to the nearest whole number

Position

- calculate the distance between two points on a map using a simple given scale

- use scales involving multiples of 10 to calculate the distance between two points on maps and plans
- recognise that the same location can be represented by maps or plans using different scales

Patterns and Algebra

- complete number sentences involving multiplication and division by calculating missing numbers
- represent and solve multiplication and division word problems using number

Fantastic resources to support students and families can be found in link here. [Everyday maths \(nsw.gov.au\)](https://www.everydaymaths.com.au/)

Semester Two - Science and Technology

Changes in State: In this unit students learn that there are three states of matter. They identify different materials as a solid, liquid or gas through an engaging interactive and hands-on experiences. They explore how adding or removing heat can affect a material's state of matter through investigations and experiments. This unit involves students working scientifically and using scientific thinking.

Geography

In this unit students learn about the climate, perception and similarities and differences between places.

Climate of Places: Students research the different climates of places and use this information to predict what it would be like to live in a place with a different climate. Students explore the difference between climate and weather, the climate zones of Australia and the world, the impact of climate on the characteristics of places and similar climates which can be found in different parts of the world.

Similarities and Differences Between Places: Students investigate the settlement patterns and demographic characteristics of places and the lives of the people who live there. They compare the daily life of people from different places and examine how the features of places affect settlement patterns.

Perception of Places: Students investigate the interconnections between people and places through an inquiry of a local place. They pose geographical questions and collect information to answer their questions. They represent data in simple tables and graphs and draw and label a map using cartographic conventions. Students interpret data, draw conclusions and present their findings.

Creative and Performing Arts

CAPA is a multi-disciplinary Key Learning Area (KLA) consisting of 4 interdependent subject areas. This term students will focus on Dance and Drama.

Dance

Students will engage in learning experiences based on the theme of people represented in sculpture. Students will use awareness of body parts and the ways in which they can be shaped, coupled with an understanding of where the body can go and the movements it can make to create dance sequences.

In the second half of the term students will use the natural environment to design a choreographed dance sequence that demonstrates using a variety of patterns and stimuli to highlight the dance techniques of canon, call and response and unison. Students will build on their understanding of shaping and coupling their body parts into a dance routine to perform a sequence of movements using water as their inspiration.

Drama

Students undertake roles in a variety of imagined situations. Students learn about and apply dramatic techniques such as voice, body gestures, movement and facial expressions to perform a role in a short play as part of a small group. Students will undertake a role of a character whilst using a script to act out a short, imagined play. Students will perform to the class and also portray appropriate listening skills when being an audience member.

Personal Development Health and Physical Education

PDHPE is a multi-disciplinary Key Learning Area (KLA) consisting of 2 interdependent subject areas this term:

Physical Education

Students learn how perform a range of Fundamental Motor skills. Fundamental motor skills, such as the two-handed strike, static balance and hop form the building blocks which underpin the learning of more complicated sport and movement skills common to the community. Students participate in Physical Education by learning how to perform these movements then apply these skills in a range of modified games. Students learn to communicate effectively during team games, as well as develop a sense of fair play, sportsmanship and teamwork.

Personal Development and Health - How can I keep myself safe at home and in the community?

Students will explore different rules within the community which keep us safe. The teaching and learning focus is on pedestrian, passenger and wheel safety, as well as on future drivers. In this unit students will investigate ways to cross the road safely, seat belts and rules around using a bus and a bus stop. Students will examine riding a bicycle and identify safe and unsafe examples. Students will collaborate to present and describe a model for safety using the road, vehicles, bicycles and scooters. Students will focus on how to keep themselves safe in the water, at home and within the community.

Happier Schools – Choice Theory

Students will engage in the 'Happier Schools Project' focusing on the development of their interpersonal skills including Accepting, Negotiating, Listening, Encouraging and Respecting.

Assessment

When planning and programming, teachers consider the four questions that comprise the teaching and learning cycle:

- Where are my students now?
- What do I want my students to learn?
- How will my students get there?
- How do I know when my students get there?

To achieve this, teachers use the five elements of effective assessment: setting learning intentions, success criteria, explicit descriptive feedback, peer and self-assessment and goal setting. Teachers will use a range of assessment tools, techniques and strategies to assess student understanding, skills and knowledge across all learning areas. Assessment strategies include Formative assessment, Summative assessment, PAT-Reading, PAT-Maths, Check-in Assessments, use of observational checklists, anecdotal records and analysis of work samples.

Homework

Homework will be sent home Mondays and returned to school on Fridays.

Homework will begin in Week 1.

Tasks include:

- *Spelling*
- *Reading Eggspress*
- *Homework Grid*
- *timetables*
- *Mathletics*
- *Premier's Reading Challenge*
- *StudyLadder*

Your child will have the opportunity to participate in a wide range of playground activities, extra-curricular programs and be involved in best practice teaching sessions as part of our aim to provide excellence in learning, teaching and leading at Glendore Public School.

Yours in Education,

Miss Casey Dunn
Year 4 Assistant Principal (Mon/Tues)

Mrs Sheree Queenan
4S Classroom Teacher

Mrs Matilda Goode
4M Classroom Teacher

Ms Julia McConachy
Year 4 Assistant Principal (Wed/Thurs/Fri)

Mrs Sarah Garnsey
4G Classroom Teacher

Miss Natalie Newling
4N Classroom Teacher