



## YEAR 4 CURRICULUM OVERVIEW TERM 1 2018

Dear Year 4 Parents/Caregivers,

Welcome to Term 2! With an exciting and productive first term behind us, we've jumped straight into our next Unit of Inquiry – one that has captured the curiosity and enthusiasm of all students! Within and alongside our Unit of Inquiry, we are busy setting ourselves personal learning goals and working hard to achieve them. This term is looking to be even busier than the last – with two full Units of Inquiry to cover, student reporting and student led conferences, to name a few.

Introducing our team:

**Jackie Daniali** – Assistant Principal

4A - **Ms. Kate Franco:**

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### TERM TWO LEARNING

**UNIT OF INQUIRY 3: HOW WE ORGANISE OURSELVES – 'FROM FARM TO TABLE' IS CURRENTLY BEING PLANNED.**

**Unit of Inquiry Two – 'How the World Works'**

Unit of Inquiry Two is currently underway and the students are enthusiastic and actively engaged. Some of the topics we are investigating are: Earth's Four Spheres, The Seasons; Typical Weather Patterns, The Water Cycle, Extreme Weather, The Carbon Cycle, Climate Change, The Greenhouse Effect and Global Warming.

**Unit of Inquiry 2 Central Idea:**

Global warming leads to disastrous changes in weather patterns.

**Lines of Inquiry:**

Weather patterns;

Global warming and climate change;

The connections between human action, global warming and weather patterns.

**Key Concepts:**

Function

Change

Connection

**Focus Attributes of the Learner Profile:**

Knowledgeable

Respectful

**Transdisciplinary Skills:**

**Research Skills:**

**'Collecting data'** - Gathering information from a variety of first and second hand sources such as maps, surveys, direct observation, books, films, people, museums and ICT.

**'Recording data'** - Describing and recording observations by drawing, note taking, making charts, tallying and writing statements.

**Thinking Skills:**

**'Comprehension'** - Grasping meaning from material learned; Communicating and interpreting learning.

### LITERACY FOCUS

**Explanatory Texts**

During this Unit of Inquiry, our Literacy focus has been on explanatory texts. As a part of our tuning in, the students have begun to read and unpack a range of these text types, identifying the text structure and language features most commonly used by authors when writing these pieces. The students are being explicitly taught how to compose explanatory texts through teacher modeling and class joint construction.

To learn crucial researching skills for their piece, the students are continuing to strengthen their note taking skills using the Cornell method. This includes learning how to identify and categorise key facts whilst ignoring irrelevant information. The students have been practising using their research notes to write their first draft by paraphrasing and elaborating on the information they have gathered. Throughout this drafting process, they have participated in one-on-one conferencing with their teacher, who has given regular, timely feedback and suggestions for refining, editing and proofreading their work.

As a part of their summative assessment for this unit, the students will research for, and

## IMPORTANT DATES

**Curriculum Day (student free)**  
Thursday 24th May

**Queen's Birthday Public Holiday**  
Monday 11th June

**Student Led Conferences**  
To be confirmed  
Mon/Tues/Wed 25th-27th June

**Last day of Term 2**  
Friday 29th June

## Timetable/Assembly/Specialist Lessons

Class/ Time table	Recess	Lunch	Assembly	Specialist Lessons Mon	Specialist Lessons Tue	Specialist Lessons Wed	Specialist Lessons Thur	Specialist Lessons Fri
4A TTA	9:40am- 10:00am	11:30am- 12:10pm	Tue 8:40 -9:40am	P.E.		Food Tech	LOTE	Art
4B TTA	9:40am- 10:00am	11:30am- 12:10pm	Tue 8:40 -9:40am	Art, Food Tech			P.E.	LOTE, Robotics
4C TTA	9:40am- 10:00am	11:30am- 12:10pm	Tue 8:40 -9:40am	LOTE	Food Tech		Art	P.E.
4D TTB	10:10am- 10:30am	12:10pm- 12:50pm	Wed 8:40 -9:40am	Art, LOTE		Science, P.E.	Music	
4E TTB	10:10am- 10:30am	12:10pm- 12:50pm	Wed 8:40 -9:40am	LOTE, P.E.		Science, Music	Art	
4F TTB	10:10am- 10:30am	12:10pm- 12:50pm	Wed 8:40 -9:40am	PE Music	Science	Art	LOTE, Robotics	
4G TTB	10:10am- 10:30am	12:10pm- 12:50pm	Wed 8:40 -9:40am	Music, Art		LOTE	Science PE	
4H TTC	11:10am- 11:30am	1:10pm- 1:50pm	Mon 12:00 -1:00pm		Drama	LOTE P.E.	Art	
4I TTC	11:10am- 11:30am	1:10pm- 1:50pm	Mon 12:00 -1:00pm	Robotics		Art, P.E.	LOTE, Drama	
4J TTC	11:10am- 11:30am	1:10pm- 1:50pm	Mon 12:00 -1:00pm	Drama		LOTE, Art	P.E.	

compose, an explanatory text describing global warming and its causes and impacts, in particular, the link to disastrous changes in weather patterns. The students will include strategies for minimising human impact on global warming.

Within their class, the students have been supported in choosing appropriate reading, writing and spelling goals that best relate to explanatory texts. They have also begun to identify personal goals, choosing to either consolidate goals from last year and/or choosing new ones to undertake.

### Writer's Notebook

The students are continuing to develop their writer's voice and achieve their personal writing goals through Writer's Notebook sessions. They have shown an increasing level of confidence with developing writing ideas, inspired by 'seeds', or stimuli, gathered from the world around them. Writer's notebook has been shown to encourage a love of writing; help students to find their writer's voice, and help students develop their writing skills.

### Spelling

Our spelling program will continue to include the explicit teaching of spelling strategies as well as independent and small group spelling investigations. This term we are starting to thoroughly unpack our spelling continuums to identify the types of investigations that could best support the achievement of each of the goals. In addition, the students are encouraged to practise words incorrectly written in their workbooks. Class teachers also regularly incorporate 'on the spot' micro lessons throughout the week as needed.

## MATHEMATICS FOCUS

This semester, we have been working on key concepts from all strands. Class teachers support the specific areas of need for each student through focused workshops. The students also work on personal learning goals in workshops run by their teacher as well as through small group and independent inquiry based learning. Wherever possible, mathematics will be integrated into the Unit of Inquiry. For example: Data representation and interpretation is a major focus of the current Unit of Inquiry about weather patterns, global warming and climate change.

### Number and Algebra

- Recall addition, subtraction, multiplication and division facts up to  $10 \times 10$
- Understand large numbers (to at least the tens of thousands)
- Worded problems involving addition, subtraction, multiplication and division operations
- Money – calculating total costs and change to the nearest 5 cents
- Introduction to fractions

### Measurement and Geometry

Time concepts  
Measurement

### Statistics and Probability

Statistics – representation and interpretation.

### RESTORATIVE PRACTICES

Alamanda College is committed to the process of Restorative Practice, which assists

teachers, students and parents with building, maintaining and restoring relationships. Restorative Practice helps students to self regulate their behaviour, and contributes to the overall improvement of learning outcomes across the school.

Within the classroom, students are encouraged to maintain healthy relationships with each other and with their teachers through mutual understanding and respect. When conflict or issues arise, the students are encouraged to communicate and express their concerns, while reflecting on their actions and how they can improve the situation for themselves and others. These practices are reflected in our classroom Essential Agreements.

## DIGITAL TECHNOLOGIES

At three - four level, students engage in digital technologies. Digital technologies involve developing an understanding of the underpinnings of Information and Communication Technology (ICT) and how ICT actually works. It is engaging, encourages creativity, promotes problem solving, and develops solution minded thinking. The digital technologies strand complements learning in Unit of Inquiry, Language and Mathematics, allowing for students to extend thinking, develop conceptual understandings and consolidate knowledge.

Along with the PYP learner profile attributes and attitudes, students are developing skills and knowledge to become responsible digital citizens. They are developing their understanding of how people safely use digital technologies and ICT to meet information, communication and recreational needs.

This term, grade four will be using the ProBots to complement Mathematics conceptual understandings, particular in Measurement and Geometry, as well as displaying Unit of Inquiry knowledge. Further to this, students will be using Dash and Dot robots to develop their understanding of the language of coding. Students will begin to unpack key digital technology vocabulary and strengthen their problem-solving skills and ability to work cooperatively.

### iPADS

iPads (or laptops) are an important resource within our classrooms and will continue to be used regularly to support the curriculum. They need to be brought to school fully charged, every day and are the responsibility of the student. We also request that you purchase a set of headphones or earphones for your

child (they do not need to be expensive). During inquiry investigations, the students often need to view documentaries and news reports from sites such as 'Behind the News'. They also need to view tutorials, create clips of their learning or listen to texts when working on their personal learning goals or during Numeracy or Literacy rotations.

**CITY STAY**

Notes have now been sent home confirming our city stay activities as well as final payment information. The total price is \$355. Please note that it is not too late for your child to attend. If you have not yet done so, please ask your child to bring home the appropriate forms and organise a \$50 deposit to the office if you would like them to attend.

**Dates:**

**Timetable A City Stay:** 16th-18th July

**Timetable C City Stay:** 30th July to 1st August

**Timetable B City Stay:** 13th to 15th August

**Overview**

Bus to Williams Landing Train Station and train to Southern Cross Station; Welcome to the City CYC; Melbourne Museum; Imax Theatre 3D movie; Kingpin Crown (laser tag, bowling, arcade games); Polly Woodside Tall Ship; Clip n Climb Richmond; Village Crown recent release movie; Ice skating; group games; picnics and a city walk. At the conclusion of our trip, we will return back to Alamanda College by bus.

The City CYC youth group accommodation has proven year after year to be a venue of excellent quality and security (ie: Only Alamanda staff have keys to our levels and our group is completely locked off from other schools that may also be attending). The City CYC chefs provide our breakfasts, morning/afternoon teas, lunches, dinners and desserts and cater to all dietary needs.

We thank you for your ongoing support! If you have any questions, queries or concerns, please do not hesitate to contact your classroom teacher.

**Kate Franco, Ashleigh Palmington, Shannon Sebek, David McGill, Rachael Cunningham, Jacqui Deckker, Melissa Fragiotta, Lara Stephens, Irena Filipovic, Lauren McDonald.**

**The Year 4 Team**

**ART**

At Level 4, students create visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of art forms.

This Term in Art we are exploring how artists use the natural world around them to inspire their artworks in unique ways. Specifically, Grade 4 students will be introduced to the work of American artist Georgia O’Keeffe. They will inquire into O’Keeffe’s inspirations of the American landscape, nature and life.

Students will know of O’Keeffe’s most famous paintings, they will understand her creative process and how the desert where she lived was her biggest source of inspiration. They will understand how O’Keeffe used this inspiration in unique ways, specifically the way she used composition to create abstract artworks. To demonstrate their understanding, students will have the chance to create their own artwork inspired by nature, using unique compositions to create an abstract flower drawing influenced by the work of Georgia O’Keeffe.

Along with our focus on International Mindedness, the PYP Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning in the Art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

**Ms. Ciciveli, Ms. Mitchell, Ms. Davey**

**P.E.**

At Level 4, students build on previous learning in movement to help develop greater proficiency across the range of fundamental movement skills in a range of settings, including indoor, outdoor and aquatic. Students combine movements to create more complicated movement

patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

The Level 4 curriculum also provides opportunities for students to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision making.

In term 2 of Physical Education, Grade 4 students will be inquiring into the skill of punting. Students will investigate the different football codes and rules associated with each. Students will begin by exploring the skills, rules and tactics used in Australian Rules football, including kicking, handballing and marking. Students will create and modify their own rules in competitive game situations as they develop and refine their skills and game sense. Thereafter, students will transfer their knowledge of the punt as they participate in a soccer unit. Students will practice the skills of trapping, passing, shooting and defending as they begin to develop basic offensive and defensive strategies. Students will reflect on their own performance through the use of self-assessment rubrics, identifying strengths whilst focusing on improving areas of weakness.

Throughout every PE lesson, students are expected to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum participation in Physical Education and ask for students to bring their full PE uniform and a drink bottle to all lessons. If your child cannot participate in a particular lesson, then please send them to their Physical Education teacher with a signed note outlining the reason for their non-participation.

Thank you,  
PE Team

## LANGUAGE

At Level Four, students discover the distinctive features of the spoken language and begin to use Pinyin and tone marks to practise syllables and tones they encounter in new words. They repeat speech and sounds from frequent and consistent teacher modelling and produce texts using familiar words or phrases.

In Term Two of Languages, students will inquire into different modes of transport in Chinese. They will be encouraged to look up the focused vocabulary in the Online Dictionary “Google Translate” and record their findings on a table provided. They will be instructed to pronounce the Chinese words they found using the Chinese Pinyin shown on the dictionary to explore the differences between Chinese Pinyin and English letters. They will create a transport wheel to practise writing Chinese characters with multiple strokes. Then, they will be introduced to the Comparative Degree in Chinese to express which vehicle is faster or slower. Demonstrating the understanding of the Comparative Degree in Chinese, students will create a poster via Pic Collage on their iPads to practise typing the Chinese words and sentences using the Chinese Pinyin keyboard.

During Language classes, students are provided with tasks that will challenge them to develop and increase their confidence, and other positive attitudes of learning and the approaches to learning. Activities encourage students to inquire, think critically, reflect, communicate, take risks, and cooperate. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are embedded in teaching and learning.

## DRAMA

In Year Four, students apply and develop their arts knowledge by exploring arts processes and ways to communicate concepts arising from their personal experiences and from the world around them. Students discuss the possibilities of communicating without words, and create performances based on images, music or concepts.

Throughout the program, students will be exposed to a wide variety of sources to generate creative ideas. Our focus for the first unit is traditional Greek Theatre and Greek Mythology. Students will be inquiring into the history of theatre in Ancient Greece, and create their own ensemble performances based on different stories

of Greek Mythology. Students will use the traditional stories to explore character and dramatic representations of a story. As part of this process they will be guided to understand negotiation skills and an ability to improvise with others.

Students will begin inquiring into the different roles involved in theatre crafting; experimenting with directing other students in the performance making process. They will be encouraged to take responsibility when directing others in how the performance is presented.

We will be using the PYP Learner Profiles in class to guide the students understanding of how a good learner involved themselves in their learning, and therefore take responsibility for their learning in the classroom. The students will be encouraged to develop the PYP Learner Profile attributes of being risk-takers with their learning, approaching new ideas with enthusiasm and curiosity.

## MUSIC

Students in Grades Three and Four will be exploring the elements of music such as pitch, rhythm, structure, dynamics and tempo using acoustic and electronic instruments and play music from different cultures, times and locations. They will refine their music skills to communicate specific ideas to an audience and analyse certain compositions to discover its purpose using music terminology.

Our focus for the year will revolve around the use of electronic instruments. Students will have a chance to personalise existing songs by modifying the elements of music in given material as well as modernise the song through the use of electronic instruments and devices. They will also have the chance to analyse and discuss the impact these instruments have had on the music we listen to today.

We will be using the PYP Learner Profile to further our students’ skills as thinkers, by producing ideas that will help achieve the set goals and become more courageous with the opportunity to produce something unique and meaningful to them.

## FOOD TECHNOLOGY

As outlined in the Australian curriculum – Design and Technologies, in year 4 students will have the opportunity to create designed solutions in Food Technology. Students will inquire into the use of technologies – such as; materials, systems, components,

tools and equipment. They will evaluate design solutions using the key concepts, form, function, connection, causation, perspective, responsibility and change. For example: How does it work? Who will use it? Or How can it be improved? Using a range of technologies to communicate, students will draw, model and explain design ideas.

Students will be engaged in creating foods and beverages from a variety of cultures as they explore their own identity and gain an appreciation for other cultural cuisines. They will inquire into balanced eating choices and participate in discussions about food safety and hygiene.

Students are encouraged to become more independent and responsible for their learning by bringing in their own food container, apron and iPad to every Food Tech Lesson.

## SCIENCE

The Grade 4 science curriculum will focus on Solids, Liquids and Gases, recognising questions that can be investigated scientifically and then undertaking investigations.

Students will classify some materials as solid or liquid and describe the differences between them, including more difficult solids and liquids. Through investigations and viewing under the microscope they will be able to recognize that solids consisting of very small particles behave like liquids in some ways. Students will observe heat and its effects on solids and liquids, identifying a change of state between solid and liquid can be caused by adding or removing heat. The students also will learn that solids can be mixed and it is possible to get the original materials back by choosing appropriate apparatus for separating. Students will be able to recognise changes that occur when some solids are added to water and the difference between melting and dissolving. When solids do not dissolve, or react students will learn about different separation techniques to attain original substance.

Students will further broaden their classification of matter to include gases and begin to see how matter structures the world around them. They will look at how solids, liquids and gases behave in different ways and have observable properties that help to classify them. Finally, they will have the opportunity to use their acquired knowledge on the properties of solids, liquids and gases and states of matter to investigate changes in a liquid Nitrogen demonstration.