



YEAR 4 CURRICULUM OVERVIEW TERM 3 2018

Dear Year 4 Parents/Caregivers,

Welcome to Term 3! Semester One is already behind us and we've hit the ground running with the Timetable A and C Melbourne city trips. This term will continue to fly as we still have the Timetable B city trip in Week 5 coming up, our International Baccalaureate authorisation visit in Week 6 and Book Day (date to be confirmed). So, remember to remind your child to start planning his or her book character costume, keeping in mind that some of the best costumes are handmade or created from cheap pieces from second hand stores!

UNIT OF INQUIRY FOUR

Our fourth Unit of Inquiry for the year is based on the Transdisciplinary Theme, Sharing the planet:

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

IMPORTANT DATES

Friday 7th September
Book day

Monday 10th September
Curriculum day

Central Idea:

Understanding the rights of a child may lead to equity.

Key Concepts and Lines of Inquiry:

Function: The systems and processes that are in place in different parts of the world to help their citizens.

Perspective: The stereotypes and attitudes toward people that are 'poor' or 'rich'.

Causation: Factors that influence economic status or position.

PYP Attributes/Attitudes:

Thinker, Caring, Appreciation.

PYP Approaches to Learning:

Thinking Skills

Evaluation: Making judgments or decisions based on chosen criteria; standards and conditions.

Dialectical Thought: Thinking about two or more different points of view at the same time; understanding those points of view; Being able to construct an argument for each point of view based on knowledge of the other(s); realising that other people can also take one's own point of view.

Research Skills

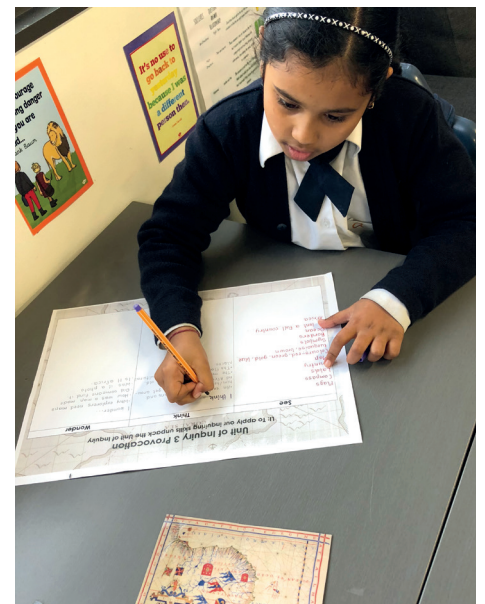
Planning: Developing a course of action; writing an outline; devising ways of finding out necessary information.

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.

Presenting Research Findings: Effectively communicating what has been learned; Choosing appropriate media.

Summative assessment tasks:

The students will demonstrate their understanding of the Central Idea by composing a persuasive text about the rights of a child.



Victorian Curriculum Links:

Civics and Citizenship
English
Critical and Creative Thinking
Ethical Capability
Mathematics

LANGUAGE FOCUS FOR THIS UNIT OF INQUIRY

Reading and Writing

Within this Unit of inquiry, the students will read and write persuasive texts in line with the Central Idea. Through the reading and analysis of persuasive mentor texts, they will learn about the text structure and language features of this text type. They will understand that persuasive writing is used to influence how the reader thinks, feels, acts or makes decisions with regard to a particular idea, issue or proposal. In line with the 'Persuasive Marking Guide' provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA), we will be focusing on the following areas:

Audience:	The writer's capacity to orient, engage and persuade the reader.
Text Structure:	The organisation of the structural components of a persuasive text (introduction, body and conclusion) into an appropriate and effective text structure.
Ideas:	The selection, relevance and elaboration of ideas for a persuasive argument.
Persuasive Devices:	The use of a range of persuasive devices to enhance the writer's position and persuade the reader.
Vocabulary:	The range and precision of contextually appropriate language choices.
Cohesion:	The control of multiple threads and relationships across the text, achieved through the use of grammatical elements (referring words, text connectives, conjunctions) and lexical elements (substitutions, repetitions, word associations).
Paragraphing:	The segmenting of text into paragraphs that assists the reader to follow the line of argument.
Sentence Structure:	The production of grammatically correct, structurally sound and meaningful sentences.
Punctuation:	The use of correct and appropriate punctuation to aid the reading of the text.
Spelling:	The accuracy of spelling and the difficulty of the words used.

Research Skills

In this Unit of Inquiry, the students will continue to develop their research and note taking skills when reading and viewing a range of texts, such as news articles, websites and documentaries. We will again use the Cornell Note Taking method and revise our knowledge of accurate referencing.

Spelling:

Our Unit of Inquiry spelling focus is to understand the meaning, spelling and word origins of a range of subject specific vocabulary.

Speaking and Listening

In this Unit of Inquiry, the students will develop their understanding as well as their communication skills by engaging in vigorous discussions and debates around the concepts related to our Central Idea and Lines of Inquiry. They will examine the concept of stereotyping and the difference between opinion and fact. The students will learn how to move beyond making bare assertions and take account of differing perspectives and points of view. They will express their ideas and opinions; clarify, interrogate and evaluate ideas; develop arguments, and participate in debates.

Writer's Notebook

In this Unit of Inquiry, the students will be asked to record their observations, wonderings, thoughts, feelings and ideas related to the Central Idea and Lines of Inquiry. On occasion, they will also be provided with a stimulus. These 'seeds' will

serve as stimuli for more formal writing. The writer's notebook is a safe place in which the writer may develop his or her writing skills by taking risks and experimenting with language. It is where the student can best develop his or her writer's voice.

Mathematics:

For this Unit of Inquiry, the students will construct, interpret and compare data from a range of sources. This data will be directly related to the concepts being explored in our Unit of Inquiry.

OVERVIEW OF LANGUAGE

Reading and Writing

In Reading and Writing, the students will receive explicit instruction based on their needs, to help them develop their reading and writing skills to a high level. They will also participate in small groups, as well as work independently, to achieve their goals from the First Steps Reading and Writing continuums.

Spelling

Spelling will be an important focus for the Year Four team this term. Our spelling program is currently being revised and will include the explicit teaching of spelling strategies as well as spelling investigations. Time will also be given to work on personal spelling goals and lists. The Year Four Spelling Program is being planned around the needs of the students but will include the development of Phonological (sounds), Visual (the way words and letter combinations look), Morphemic (meaning) and Etymological (word origins) knowledge.

Handwriting

The Year Four students have regular, explicitly modeled handwriting sessions. We will continue to focus on the revision of correct letter formation, entries, exits and joins. Students will self-assess their own letter spacing and size, the spacing between words and slope. At this time, print is being revised and following this, cursive instruction will be provided for the students who are ready for this.

OVERVIEW OF MATHEMATICS:

Number and Algebra

Recall addition, subtraction, multiplication and division facts;
Understand large numbers (to at least the tens of thousands);
Multi-step worded problems involving addition, subtraction, multiplication and division operations;
Fractions, decimals and percent.

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.

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.

Digital Portfolios

This term, the Year Four students will begin to create their own digital portfolio. They will learn how to scan, photograph and import their documents to a portfolio template called iBook Author. Their portfolio will include a balance of hand-written, published and digital media pieces showing their learning and achievement.

We are looking forward to another engaging and meaningful unit of learning. If you have any questions, queries or concerns, please do not hesitate to contact your classroom teacher.

Kind regards,

Kate Franco, Rachael Cunningham, Lauren McDonald, Ashleigh Palmington, Irena Filipovic, David McGill, Lara Stephens, Melissa Fragiotta, Jacqui Deckker, Anika O'Callaghan (in place of Shannon Sebek) and Carmen Sacco (Assistant Principal)

YEAR 4 SPECIALIST SUBJECTS

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.

During term 3 our central idea is, "Picture story books use illustrations to communicate different perspectives". Grade 4's are starting with the illustrations from the picture story book, "Where the Wild Things Are" by Maurice Sendak. Students will document their own narrative based on what they were able to read from Sendak's pictures. Following this, students will be developing the skills and techniques required for sewing and working with textiles. They will be creating their own soft toy 'wild thing' from a sock.

To demonstrate their understanding of the inquiry and develop their higher order thinking skills, students will create a visual narrative from the perspective of another character from the book - including a

wild thing promoting their appreciation, empathy, and creativity. Students will be continually discussing and evaluating Illustrator's art making processes as well as the materials and techniques they use to express their ideas. This includes the purpose of illustrations, types, styles and locations of illustrations, the materials and forms used to make illustrations and how they effective they are in influencing our understanding of the text and the connection between material elements and the artist's personal style.

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.

P.E.

At Level 4, students build on previous learning in movement to help develop greater proficiency across the 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 3 of Physical Education, Grade 4 students will participate in a Basketball unit, focusing on basic skills required to participate in a basketball game. Some of these include; dribbling, guarding, shooting and revising skills such as throwing and catching. Students transfer teamwork and communication skills they have previously learnt and apply them to a range of new modified games of basketball. Students are encouraged to be thinkers and inquiries as they learn the rules of the game

and as they collaborate with their peers to develop new skills and strategies to be implemented in competitive game situations. Students will then reflect on their own and peers shooting technique, identifying strengths whilst focusing on improving any 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 PE and ask for students to bring a hat and drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

LANGUAGE

At level Four, students will continue to interact with teachers and peers in social and class activities, exchanging ideas and opinions, using correct tones. They will obtain and process information about significant people, places and events from spoken and visual sources and convey this information using learnt phrases and key words. With guidance, Learners will develop their writing skills to create short imaginative texts using simple characters and short sentences. They will identify the similarities and differences in the organisation of simple familiar texts.

In Term Three of Languages, students will inquire into the 'Rooms and Furniture in the House'. They will know how to name different rooms (客厅 Living room, 餐厅 Dining room, 厨房 Kitchen, 卫生间 Bathroom, 卧室 Bedroom and 阳台 Balcony) and six pieces of furniture (沙发 Sofa, 电视 TV, 椅子 Chair, 桌子 Table, 烤箱-Oven and 柜子-Cabinet) in the house in Chinese. Focusing on the transdisciplinary theme 'How we organize ourselves', learners will understand that 间/室 (jiān/shì) represents rooms in Chinese. In addition, they will also understand the cultural differences between the Australian and Chinese houses. As for the summative assessment, students will design a dream house project to demonstrate their understanding of this unit and they will either work individually or collaboratively in a

group setting. They will also require to create a DIY booklet with the focused vocabulary and five key sentence patterns to describe their own house as ongoing formative assessment. Learners will be open-minded and knowledgeable through included the vocabulary and sentences structures which they interested in learning on the assigned 'Padlet Page'. Expose to a wide range of resources evolving interactive eLearning, various thinking routines, videos, pictures, and PowerPoint slides, students will have a critical understanding about the house structures, functions of the rooms and furniture settings when comparing Australian and Chinese houses. Moreover, they will translate some factual information from English to Chinese and vice versa. As thinkers, learners will be introduced Chinese Fengshui and research in detail to identify the special features. To showcase their creative writing skills, teacher will embedded with the TPRS strategy to conduct an imaginative story of their dream house.

During Languages sessions, students are provided with learning tasks that will challenge and further strengthen their thinking and confidence. The attributes of IB Learner Profile will be consistently practised in class activities which facilitate students to inquire, think critically, reflect, communicate, care, take risks and cooperate. The PYP attitudes of curiosity, creativity, commitment, appreciation, open-mindedness, and enthusiasm are embedded in teaching and learning.

DRAMA

In Grades 4A, 4B and 4C, 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 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 Year 4H, 4I, and 4J 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 personalize existing songs by modifying the elements of music in given material as well as modernize 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 our PYP Learner Profiles 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

Grade 4D, E, F and G

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

In Year 4A, 4B, 4C, 4H, 4I, 4J 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.