



YEAR 4 CURRICULUM OVERVIEW TERM 3 2018

Dear Year Four Parents/Caregivers,

Welcome to Term 4! Who can believe that we've already come to the final term of the year!?

This term will no doubt be our busiest yet. We have Unit of Inquiry Five and Six to complete before the end of the year (with an excursion hopefully squeezed in!), our Alamanda Christmas Carols Concerts, student led conferences and Transition Day, to name a few. We look forward to another productive term with your child!

UNIT OF INQUIRY FIVE

Our current Unit of Inquiry is based on the Transdisciplinary Theme, How We Organise Ourselves:

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

Central Idea:

Marketplaces connect goods and services.

Lines of Inquiry:

An inquiry into...

- Types of marketplaces
- Supply and demand
- Our responsibilities as consumers

Key Concepts and Lines of Inquiry:

- Form/Function (What is it like? How does it work?)
- Connection (How is it connected to other things?)
- Responsibility (What is our responsibility?)

PYP Attributes/Attitudes:

Thinker, Communication, Creativity

PYP Approaches to Learning:

Communication Skills

Viewing: Interpreting and analysing visuals and multimedia; understanding the ways in which images and language interact to convey ideas, values and beliefs; making informed choices about personal viewing experiences.

Presenting: Constructing visuals and multimedia for a range of purposes and audiences; communicating information and ideas through a variety of visual media; using appropriate technology for effective presentation and representation.

Self-Management Skills

Organisation: Planning and carrying out activities effectively.

Time Management: Using time effectively and appropriately.

Thinking Skills:

Application: Making use of previously acquired knowledge in practical or new ways.

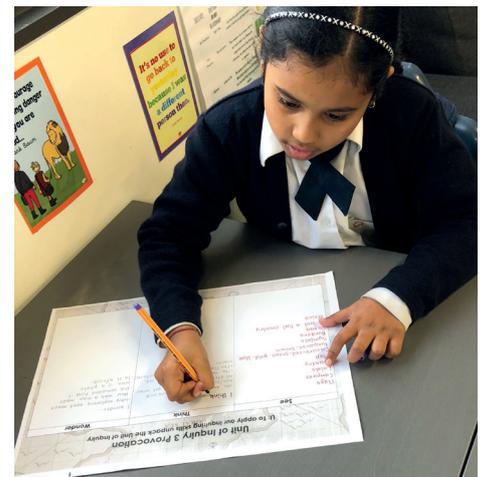
Summative Assessment Tasks.

The students will:

- Present a business within a market place, including details about the goods and/or services it provides. This may be in the form of a poster, news article, news report or any other suitable text type chosen by the student.
- Create an advertisement (poster) that promotes that business/good/service.

Victorian Curriculum Links:

- Economics and business
- Design and Technologies



- English – Reading, Writing, Speaking/ Listening
- Mathematics – Interpreting data; Money and financial mathematics
- Critical and Creative Thinking
- Ethical Capability

ENGLISH FOCUS FOR THIS UNIT OF INQUIRY

Reading, Writing, Speaking and Listening

Within this unit, the students will learn that persuasive texts are used to influence how the reader thinks, feels, acts or makes decisions with regard to a particular idea, issue or proposal.

To develop this understanding, they will view, critique and evaluate a range of persuasive advertisements and learn to compose their own engaging persuasive advertisement. The students will learn to cleverly select persuasive techniques, terminology and devices to engage their chosen audience and achieve their purpose. One of the summative assessment pieces of our UOI is to present a business within a market place. The students will then create a persuasive advertisement for this business and present it to the class.

Mentor Texts:

The Year Four team will focus on analysing a range of mentor texts linked to our Unit of Inquiry around persuasive advertisements, as well as goods and services. This will include an author study on Nancy Loewen, who is the author of texts such as 'Lemons and Lemonade,' 'Let's trade' and 'In the Money.' We will also use a range of advertisements as mentor texts to analyse, critique and evaluate.

Spelling – Word Studies:

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, 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. 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 and develop arguments.

Writer's Notebook

In this unit, 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 FOCUS FOR THIS UNIT OF INQUIRY

For this Unit of Inquiry, the students will interpret and compare data from a range of sources. This data will be directly related to the concepts being explored in our unit wherever possible. We will also be revisiting financial mathematics again and relate this learning to our unit as appropriate.

OTHER CURRICULUM AREAS OUTSIDE OF OUR UNIT OF INQUIRY

ENGLISH:

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 participate in small groups, as well as work independently, to achieve their goals from the First Steps Reading and Writing continuums.

Spelling

The Year Four Spelling Program includes the development of Phonological (sounds), Visual (the way words and letter combinations look), Morphemic (meaning) and Etymological (word origins) knowledge. It includes:

- Word Studies based on the current unit of inquiry and words we notice in our daily reading;
- The explicit teaching of spelling strategies based on assessment data and student voice;
- Spelling investigations based on assessment data and student voice;
- Individualised spelling goals and lists.

Handwriting

This term we will prioritise regular, explicitly modeled handwriting sessions. We will continue to focus on the revision of correct letter formation, entries, exits and joins. The students will self-assess their own letter spacing and size, the spacing between words and slope. Wherever possible, we will provide both print and cursive instruction as needed.

MATHEMATICS:

Apart from our Unit of Inquiry focus (interpreting data and financial mathematics), we will also be using recent assessment data to run workshops on areas of need for small groups of students.

In addition, we will be covering or revisiting the following areas:

Number and Algebra

- Addition, subtraction, multiplication and division facts
- Understanding large numbers (to at least the tens of thousands)
- Addition, subtraction, multiplication and division operations
- Worded problems involving the four operations
- Patterns and Algebra

Measurement

Using scaled instruments to measure and compare

Choosing appropriate units of measurement

Connecting decimal representation to the metric system

Converting between common metric units

Probability and Statistics

Probability and chance concepts

Restorative Practices

Alamanda K-9 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. Their portfolio will include a balance of hand-written, published and digital media pieces showing their learning and achievement.

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

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 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 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 Drama, 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 4 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

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 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.