

## Learning Area Term Overview

Year 4 Term 4 2020		Assessment
<b>English</b>	<p><b>Examining persuasion in advertisements and product packaging</b>                      In this unit students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers.                      Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal.</p>	<p><b>Reading and viewing comprehension</b> <i>Short answer questions</i>                      Students identify and interpret the persuasive language features and visual elements of a product's packaging.</p>
<b>Mathematics</b>	<p>In this unit, students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.                      Through the proficiency strands - Understanding, Fluency, Problem-solving and Reasoning - students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> <li>• <b>Number and place value</b> - calculate addition and subtraction using a range of mental and written strategies, recall multiplication and related division facts, calculate multiplication and division using a range of mental and written strategies, solve problems involving the four operations, use estimation and rounding, apply mental strategies, add, subtract, multiply and divide two- and three-digit numbers.</li> <li>• <b>Fractions and decimals</b> - count and identify equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths).</li> <li>• <b>Money and financial mathematics</b> - calculate change to the nearest five cents, solve problems involving purchases.</li> <li>• <b>Patterns and algebra</b> - use equivalent multiplication and division number sentences to find unknown quantities.</li> <li>• <b>Using units of measurement</b> - use am and pm notation, solve simple time problems.</li> <li>• <b>Shape</b> - measure area of shapes, compare the areas of regular and irregular shapes by informal means.</li> <li>• <b>Data representation and interpretation</b> - write questions to collect data, collect and record data, display and interpret data.</li> </ul>	<p><b>Analysing data</b> <i>Short answer questions</i>                      Students define the different methods for data collection and representation, and evaluate their effectiveness. Students construct data displays from given or collected data.</p> <p><b>Connecting decimals and fractions</b> <i>Short answer questions</i>                      Students demonstrate and explain the connections between fractions and decimals to hundredths.</p> <p><b>Solving purchasing problems</b> <i>Short answer questions</i>                      Students solve simple purchasing problems including the calculation of change.</p>
<b>Science</b>	<p><b>Forces!</b>                      In this unit students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games and complete games safely to collect data. Students will use tables and column graphs to organise data and identify patterns so that findings can be communicated. They will identify how science knowledge of forces helps people understand the effects of their actions.</p>	<p><b>Investigating contact and non-contact forces</b>  <i>Experimental investigation</i>                      Students conduct an investigation about how contact and non- contact forces are exerted on an object. Students design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.</p>

<b>HASS</b>	<b>Using places sustainably</b> In this unit, students: <ul style="list-style-type: none"> <li>• explore the concept of 'place' with a focus on Africa and South America</li> <li>• describe the relative location of places at a national scale</li> <li>• identify how places are characterised by their environments</li> <li>• describe the characteristics of places, including the types of natural vegetation and native animals</li> <li>• examine the interconnections between people and environment and the importance of environments to animals and people</li> <li>• identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>• investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste</li> <li>• recognise the knowledge and practices of Aboriginal peoples and Torres Strait Islander peoples in regards to places and environments</li> <li>• propose actions for caring for the environment and meeting the needs of people.</li> </ul>		<b>Using places sustainably</b> <i>Research</i> Students conduct an inquiry to answer the following question: How can people use environments more sustainably?
	<b>HPE</b>	<b>Health</b>	<b>Netiquette and online protocols</b> In this unit, students examine and interpret health information about cyber safety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources to support their safety.
<b>Movement</b>		<b>Criss cross</b> In this context, students will practise and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. They will examine the benefits of being healthy and physically active, and how they relate to skipping.	<b>Criss cross</b> <i>Practical</i> Students perform skipping skills and tricks to complete skipping sequences. They describe the benefits of being healthy and physically active and how they relate to skipping.
<b>Design and Technologies</b>	<b>Pinball paradise</b> In this unit students will investigate how forces and the properties of materials affect the behaviour of a product or system, make a pinball machine, and design a games environment in which it can be used.		<b>Pinball paradise</b> <i>Portfolio</i> Students make a pinball machine and design a games environment for its use.
<b>Visual Arts</b>	<b>Tiny worlds</b> In this unit students explore through the manipulation of visual language to represent human connections to imagined environments inspired by real places.		<b>Tiny worlds: Collection of work</b> Students explore human connections to real and imagined places as inspiration for constructing mixed-media artworks.