

Welcome to Year 4!

Important reminders



- **Swimming lessons** begin **Monday 4 February** (Week 2). Please ensure your child brings the following: a swim cap, swimmers, swim shirt, goggles and towel. The final week of swimming for the term will be Week 6.



- Our **Meet-the-Teacher evening** will be on **Tuesday 12 February** (Week 3). There will be two sessions for you to choose from, 5:30 – 6:15 / 6:30 – 7:15.



- We will be holding **Parent – Teacher Interviews** at the end of Term One on **Tuesday 26 March** (Week 9).



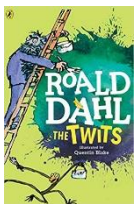
- Year 4 are going on an **excursion to QAGOMA** for the Asia Pacific Triennial of Contemporary Art on **Friday 1 March** (Week 5). More information will be coming soon.

Homework

The following are the homework requirements in Year 4:

- 20 minutes of reading each night
- Mathematics tasks to be set by the class teacher

What we will be studying



English

Students will investigate an author's language in a familiar narrative. They will read *The Twits*, by Roald Dahl, and examine and analyse the language features (noun groups, verb groups, adverbs, prepositional phrases, pronouns, direct speech, text connectives) and techniques (building characterisation and building tension) used by the author to make a story entertaining. They will then create a new chapter for the narrative.

Mathematics

Number and Place Value



- Comparing, ordering, partitioning four-digit numbers
- recalling addition and subtraction facts
- practising efficient computation strategies
- investigating patterns involving multiples
- extending multiplication facts

Patterns and Algebra

- Identifying multiplication and division patterns (2s, 4s, 5s, 10s)
- Exploring equivalence
- Finding unknown values

Units of Measurement



- Investigating units of time
- Telling the time using 'am' and 'pm' notation
- Calculating duration of time
- Measuring length using informal and formal units

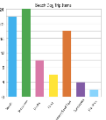


Fractions and Decimals



- Investigating equivalent fractions
- Representing and counting fractions
- Applying fractional understandings to solve problems

Chance and Data



- Comparing and ordering everyday events
- Identifying dependent and independent events
- Collecting data through observations and surveys
- Presenting collected data in picture graphs and column graphs

Humanities and Social Sciences (HASS)

Students explain aspects of life before, during and after European settlement of Australia. In this unit, students:

- draw conclusions about how the identities and sense of belonging for Aboriginal and Torres Strait Islander peoples in the past and present were and continue to be affected by British colonisation and the enactment of terra nullius.
- analyse the experiences of contact between Australia's First Peoples and others, and the effects these interactions had on people and the environment
- make connections between world history events between the 1400s and the 1800s, and the history of Australia, including the reasons for the colonisation of Australia
- investigate the experiences of European explorers, convicts, settlers and Australia's First Peoples, and the impact colonisation had on the lives of different groups of people
- examine the purpose of laws and distinguish between rules and laws
- explore the diversity of different groups in their local community
- consider how personal identity is shaped by aspects of culture, and by the groups to which they belong.





Science

Students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects.

Students will also identify situations where science is used to ask questions or to make predictions. They will identify how scientific knowledge of forces helps people understand the effects of their actions.



Design Technology

Students will investigate how forces and the properties of materials affect the behaviour of an object, make a pinball machine, and design a games environment. They will explore the role of people in engineering technology occupations and how they address factors that meet client needs.



Visual Art

Students will:

- explore and identify purpose and meaning of visual language and symbolism in artworks by artists from different cultures who communicate relationships to environments and places
- experiment with visual conventions and visual language to depict personal responses and qualities of imaginary environments inspired by real places (mixed-media techniques, colour relationships - warm/cool; application of materials - harsh/gentle)
- collaborate, plan and create an artwork to depict an imaginary tiny world
- compare contemporary artworks of artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning.

Contact Emails

Specialist Teachers	Science Trevor Brown tbrow315@eq.edu.au	PE & Health David Hass dhass4@eq.edu.au	Music Rebecca Starr rstar35@eq.edu.au
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