

Aspley State School		Year 4		Term 3 Overview		
AUSTRALIAN CURRICULUM 2018						
ENGLISH		MATHEMATICS		HEALTH AND PHYSICAL EDUCATION (HPE)		
<p>Exploring a quest novel ‘Rowan of Rin’ by Emily Rodda</p> <p>Students read and analyse a quest novel. Throughout the unit, students are monitored through guided reading activities to demonstrate their understanding of the quest novel. They explain how language features, images and vocabulary are used to engage the interest of the audience. They describe literal and implied meaning connecting ideas in different texts.</p> <p>Assessment:</p> <p>Students will write a short response explaining how the author represents the main character in an important event in the quest novel.</p> <p>Boost</p> <p>Students will develop skills in writing effective paragraphs.</p> <p>Assessment:</p> <p>Writing samples</p>		<p>In Measurement and Geometry, students classify angles in relation to a right angle, calculate perimeter, area and volume of shapes and create symmetrical shapes and patterns. They use scaled instruments to measure temperature, length, mass and capacity. Students convert between units of time and solve problems involving time duration.</p> <p>In Number and Algebra, students explore fractions, place value of whole numbers to millions and decimals to hundredths. They solve simple purchasing problems, round money and calculate change. Students develop mental and written strategies for multiplication and division.</p> <p>In Chance and Data, students identify dependent and independent events. They interpret and construct data displays from given or collected data.</p> <p>Assessment:</p> <p>Formal written assessment tasks</p>		<p>Movement and Physical Activity</p> <p>This term students will be participating and learning all aspects of tee-ball. Students will build their skills in catching, throwing, fielding, batting and game play.</p> <p>Assessment:</p> <p>Students will be assessed on each component of tee-ball. Observations and I-pad footage will be used to assess the students in catching, throwing, fielding, batting and game play.</p> <p>Personal, Social and Community Health</p> <p>Students will practise strategies that promote positive wellbeing and safe decision-making through a variety of activities at school and the Year 4 camp.</p>		<p>Music</p> <p>This term students will be learning to understand and respond to a range of musical elements through singing, playing instruments, listening, composing and movement. Students will continue to learn to sing, read, write and perform Kodaly rhythmic patterns containing ta, ti-ti, za, tika-tika, minim and learn new rhythmic patterns ti-tika, and tika-ti in addition to continuing their study of Kodaly Solfege so, mi, la, re and do. Children will continue to study orchestral instruments focusing on both the string and percussion families. Students will also be focusing on Descant Recorder allowing them to read, write and play Treble Clef Notation B, A, G, E and C on the staff with the outcome this term of composing and performing their own 16 beat song.</p> <p>Assessment:</p> <p>Composing an individual 16 beat song using learnt rhythmic patterns and treble clef notation BAGEC. Students will also perform their individual compositions as an assessment item.</p> <p>Weekly singing assessment (ongoing)</p> <p>Ongoing formative assessment will be taking place through this term with students working towards summative assessment tasks which will take place in Term 4 2018.</p> <p>Visual Arts</p> <p>Students explore visual art concepts of placement, proportion and representation. They apply design elements of texture, shade, line and colour to create artworks.</p> <p>Assessment:</p> <p>Students will produce a collection of artwork to show their understanding of design elements and visual concepts.</p> <p>Drama/Dance</p> <ul style="list-style-type: none">Students will be exposed to Indigenous cultural dance.Students will work collaboratively to explore ideas and scenes from the text, ‘Rowan of Rin’ by Emily Rodda. They will rehearse and perform a roleplay to the class.
SCIENCE		HASS		TECHNOLOGY		
<p>Students will explore how magnets exert a force on certain objects and how that force effects the object. Through hands-on activities, they will gain an understanding of gravity, friction and magnetic forces at work in everyday life.</p> <p>Assessment:</p> <ul style="list-style-type: none">Book / journal workLabelled scientific diagrams (annotated diagram explaining magnetic force)Formal written assessment task		<p>Using Places Sustainably</p> <p>Students build on their mental map of the world, identifying continents, oceans, the Equator and the Tropic of Cancer and Capricorn. They explore the concept of place with a focus on Africa and South America. They investigate the types of natural vegetation and native animals on both of these continents. Students learn to identify and describe the relative location of places on a national scale and to complete maps using cartographic conventions of scale, legend, compass directions and alphanumeric grids.</p> <p>Assessment:</p> <p>Formal written assessment task</p>		<p>Pinball paradise</p> <p>Students will investigate how forces and the properties of materials affect the behaviour of a product They will make a pinball machine and design a games environment in which it can be played.</p> <p>Assessment:</p> <p>Students make a pinball machine and design a plan for a games environment for its use.</p> <p>JAPANESE</p> <p>The focus of term 3 language expressions are the continuation of numbers up to 100 including the kanji, phrases relating to age, year level and birthday months. The Hiragana focus will be ま ma, み mi, む mu, め me, も mo and や ya, ゆ yu, よ yo. We will also continue to revise hiragana from a あ through to ho ほ. These focus expressions and hiragana will be assessed with listening, reading and some written tasks.</p>		
						