



Wellers Hill State School

Everyone connected, Everyday striving to succeed, Everywhere learning

Year 4 Term 3



Learning Area	Unit Summary (in ACJ Classes: taught in English Japanese, Both)	Assessment
English	<p>Persuade Me! Students will create a persuasive text using language features for cohesion, to add detail and extend ideas. They will also use accurate spelling and punctuation, re-reading and editing their work to improve meaning.</p> <p>Informative Written Response to a Quest Novel Students will explain how the author of a quest novel represents the main character in an important event. They will explain how language features, images and vocabulary are used to engage the interest of audiences in the quest novel. Students describe literal and implied meaning connecting ideas in the quest text. They create structured texts to explain ideas and demonstrate their understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.</p>	<p>Week 7 – 8 Term 3</p> <p>Term 3 Week 8 – Term 4 Week 7</p>
Mathematics	<p>Fractions — partition to create fraction families; identify, model and represent equivalent fractions; count by fractions.</p> <p>Decimals - students make connections between fractions and decimal notations up to two decimal places.</p> <p>Angles/Mapping - to recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle.</p> <p>Money – students solve simple purchasing problems.</p>	<p>Week 4</p> <p>Week 6</p> <p>Week 8</p> <p>Week 10</p>
Science	<p>Material Use - Chemical Science (ACJ) –2 hours with Specialist teacher, (ACE) - 1 hour with Specialist teacher Students investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. Students consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions.</p> <p>Ready, set, grow! - Biological Science (ACE 1 hour with classroom teacher) Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment.</p>	<p>ACJ- Week 7 – 8</p> <p>ACE- both units End of Semester 2</p>
HASS	<p>Comparing Countries - Students select two countries (one in Africa and one in South America) and undertake a structured inquiry to identify and compare the geographical features of each country.</p> <p>Who are we? - Students answer a series of questions based on class data gathered about the meaning of Australian identity. They reflect on their learning experiences, including songs such as 'I Am Australian', and posed questions to further investigate and to clarify their understanding.</p>	<p>Week 8</p> <p>Week 5 (4S)</p> <p>Week 8 (4CT/TC and 4HM)</p>
Languages Japanese	<p>ACJ - Students will explore traditional and non-traditional stories, participate in writing tasks, and learn to develop stories using the structure of a beginning, middle (problems and solutions), and end. They will also focus on learning common spoken phrases, sentence structures, and onomatopoeia/emotive adjectives to make the text more interesting for the reader. Additionally, students will learn various Japanese stories and non-verbal gestures to incorporate into their stories, enhancing their understanding of Japanese culture and their ability to communicate in Japanese with an understanding of Japanese culture and perspectives.</p> <p>ACE – Mini chef- Students will learn about the foods Japanese children eat for lunch, make their own lunch box and compare expressions used at mealtimes in Japan and Australia.</p>	<p>Listening: Week 6</p> <p>Writing: Week 7 – 8</p> <p>Speaking: Week 9</p> <p>Listening comprehension: Week 9</p>
HPE	<p>PE: Students to apply strategies for working cooperatively and to apply rules fairly and understand the benefits of being healthy and physically active.</p> <p>Health: To recognise strategies for managing change. To interpret the <i>Australian guide to healthy eating</i> and discuss the influence of health messages on healthy choices. To use decision-making skills to select strategies to stay healthy and active.</p>	<p>During the Term</p> <p>ACJ: Semester 2, ACE: Week 2</p>
The Arts	<p>Dance: Wildlife Watch To respond to, choreograph and perform dance by representing ideas and stories about animals and the environment.</p> <p>Music: Music Step 4 Students collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas, perform music, demonstrating aural skills by singing and playing instruments with accurate pitch, rhythm and expression, describe and discuss similarities and differences between music they listen to, compose and perform, and discuss how they and others use the elements of music in performance and composition.</p>	<p>Week 10</p> <p>Throughout the Semester</p>
Technologies	<p>Design and Technologies Students will learn about the properties of materials and repurpose an item to make another useful item.</p>	<p>End of Semester 2</p>

****Please note that timings for assessment may change due to the teaching and learning requirements of each class.**