Wellers Hill State School

Everyone connected, Everyday striving to succeed, Everywhere learning

Year 4

Learning Area	Unit Summary (in ACJ Classes: taught in English Japanese, Both)	Assessment
English	**Examining persuasion in advertisements and product packaging** 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. **Examining Poetry** Students will read and listen to a range of poems by different authors. They will identify structural features and evaluate a poem for its characteristic features.	**Week 8** Persuasive language features and visual elements of a product's packaging. **Term 2** Poetic devices, wordplay and humorous poems.
Mathematics	**Number and place value** — recognise, read and represent five-digit numbers; identify and describe place value in five-digit numbers; partition numbers using standard and nonstandard place value parts; compare and order five-digit numbers; identify odd and even numbers; make generalisations about the properties of odd and even numbers; make generalisations about adding, subtracting, multiplying and dividing odd and even numbers; recall 3s, 6s and 9s facts; use informal recording methods and strategies for calculations; apply mental and written strategies to computation. **Chance** — compare dependent and independent events, describe probabilities of everyday events **Location and transformation** — investigate different types of symmetry; analyse and create symmetrical designs. **Multiplication and division** - teach multiplication and division facts up to 10X10 throughout the year to be assessed in Term 4.	**Week 5** Chance **Week 9** Location and Transformation **Week 9** Number and place value
Science	**Fast Forces (ACJ) - 2 hours with Specialist teacher, (ACE) - 1 hour with Classroom teacher** Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely to collect data. Students use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions. **Here Today, Gone Tomorrow (ACE) - 1 hour with specialist teacher** Students explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity.	**ACJ Term 1** **Week 7 and 8** **ACE : Fast Forces Term 2, Week 6-7**
HASS	**School rules poster** Students explore the role and importance of rules for a community. **Captain Cook's journal** They trace the journey made by James Cook in the Endeavour, create a map of the voyage and write journal entries to describe the events and importance of each location, from different perspectives.	**ACE: Week 6 Term 1** School Rules **Week 6 Term 2** School rules **Week 6 Term 2 (ACE/ACJ)** Captain Cook's journal
Languages Japanese	**Japanese Literacy** Students will play a variety of traditional Japanese games, learning to comprehend written and spoken instructions. They use more complex sentences using verb conjugation, and they use present and past negative forms. Students will design a game, write the rules and instructions and teach their peers and younger students to play the game.	**Week 7** Listening comprehension **Week 8** Writing
	ACE classes: My Place your place Students use language to explore the concept of housing in Japan and make connections with the student's own personal spaces within a home.	**Week 8**
HPE	**Physical Education: Splish splash** Students perform aquatic skills and recognised swimming strokes to complete swimming stroke sequences. They describe the benefits of being healthy and physically active and how they relate to swimming.	**Term 4 Week 7** Assessment throughout Term 1 & 4
	Health: Life Education 'bCyberwise' focuses on the importance of being safe and respectful online. Helping your child understand why being a responsible digital citizen is vital for their own safety as well as their friends and family.	**Term 1**
The Arts	**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.	Assessment completed throughout Semester.
	Dance To respond to, choreograph and perform dance by representing ideas and stories about animals and the environment.	Assessment completed in Term 2
Technologies	**Design and Technologies: Engineering Principles** Students investigate how forces and the properties of materials affect the behaviour of a product or system.	Assessment completed in Term 2