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|  | Year 4/5 Term 1 2024 | | | | | | | |
| English | |  | **Mathematics** | D:\jpepp13\Desktop\maths 1png.png | **Mathematics** | D:\jpepp13\Desktop\maths 1png.png | **Science** | D:\jpepp13\Desktop\science 2.png |
| **Examining narrative texts**  Students will review, discuss and comprehend aspects of narrative texts.  **Unit 1: Exploring texts by Australian authors**  Students will discuss and comprehend a familiar narrative and create an imaginative adaption developing and expanding on ideas, characters, settings and events | | | **Number -**  *Exploring tenths and hundredths as fractions and decimals*  **Space -**  *Identifying symmetry and using grid references*  **Statistics -**  *Using surveys to conduct statistical investigations* | | ***Number:***  Exploring decimals and adding and subtracting fractions.  **Space***:*  Exploring transformations and grid coordinates.  **Statistics***:*  Conducting investigations and collecting and recording data. | | **Biological Science**   * Define and give examples of producers, consumers and decomposers. * Examine food chains including the relationships between predators and prey. * Recognise that interactions between living things. * Explore the roles and interactions in a habitat. * Revise structural features of living things. * Define adaptations and identify whether they are structural features or behavioural. * Examine how particular living things have adapted to the desert environment. | |
| HASS | | D:\jpepp13\Desktop\thumb_school_library[1].png | **HPE** | [Image result for Free Images Children Playing Sport](https://www.bing.com/images/search?q=free+images+children+playing+sport&id=4427B359E28AABC7B02229D5A679BCF8717D9AEB&FORM=IQFRBA) | STEAM | See the source image | Music |  |
| **First Nations**   * Examine the distribution of Indigenous cultures in Australia and their key beliefs. * Examine the adaptations Indigenous people made to living in the area they were located. * Identify the ways Indigenous people managed the land in Australia. * Examine the extent of changes to the environment in their local area and the effects of change on sustainability. * Examine how changes due to environmental practices create issues such as bushfires and floods. * Identify how people can mitigate the impacts of issues. * Research the consequences of a severe weather event in Australia’s history. | | | **Health - Let’s All Be Active**  Taught across Semester 1   * Investigate how physical activity creates opportunities for groups to work together * Identify how physical activity contributes to individual and community wellbeing   **PE – Criss Cross**   * Practise and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences | | **Year 4 - Caine’s Arcade**   * Investigate forces and the properties of materials * Design and create a cardboard arcade game inspired by Caine’s Arcade * Design a games environment to host our pop-up arcade * Evaluate the completed arcade game   Taught across Semester 1  **Year 5 –** **Harvesting Good Health**   * Investigate products that assist plants to grow * Use Tinkercad to design a plant pot * Create a logo and packaging for the pot * Create instructions for a consumer to use to grow the plant * Create a poster for your design * Evaluate the completed design | | **Going to the Movies**  Make and respond to music exploring pieces that tell a story, and music that appears in film.   * explore dynamics and expression, to identify and perform rhythm and pitch patterns * explain how the elements of music communicate meaning | |
| [Image result for image of message](https://www.bing.com/images/search?view=detailV2&ccid=RKLp3C%2fY&id=6BD82D5FEC1C7BFC58B76AB84412231D8D48AFF0&thid=OIP.RKLp3C_YBRay01qdjB1eQQHaHF&mediaurl=http%3a%2f%2fthumbs.dreamstime.com%2fz%2fimportant-messages-concept-post-illustration-design-29879692.jpg&exph=1244&expw=1300&q=image+of+message+&simid=608020261581685259&selectedIndex=22) Messages from teachers | | | 2024 School Priorities | | | | Wellbeing | |
| We encourage each student to bring a water bottle to school daily. They will be able to keep their water bottle in the classroom within easy reach during learning time.  Students are encouraged to bring a brain snack to class each day which will be eaten in the first session at desks while working. Something that is small and easy to eat one-handed such as cut up fruit, cheese, etc., would be ideal. | | | **Know your Students, know your Curriculum, know your Strategies to empower critical and creative thinkers to**  **Grow, Achieve and Succeed as lifelong learners.**  **Great things through hard work** | | | | ***5 Keys to Success***  Getting Along  Organisation  Confidence  Persistence  Resilience | |