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|  | Year 4 Term 3  2024 | | | | | | | |
| English | |  | **Mathematics** | D:\jpepp13\Desktop\maths 1png.png | **Science** | D:\jpepp13\Desktop\science 2.png | HASS | D:\jpepp13\Desktop\thumb_school_library[1].png |
| **Examining Persuasion to build an argument**   * Students engage with a variety of texts that provide a stimulus for building an argument * They explore text structure and organisation, including language features and text connectives for cohesion, and sequencing and connecting ideas. * Students engage in shared and independent writing to explore persuasive features of an argument and create texts to present arguments to an audience using features of voice. | | | **Explore and problem solve with concepts**   * draw on proficiency with number facts, fractions and decimals to deepen an appreciation of how numbers work * choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context of the situation * represent and approximate shapes and objects in the environment * measure and estimate common attributes of objects using conventional instruments and appropriate metric units | | **Material Use – Investigating the properties affecting the use of different materials**   * Investigate the observable properties of materials * Explain how they can be used in real-life situations | | **Connections to Places**  Taught across Semester 2   * Investigate where students live and a city in another country * Compare similarities and differences between places * Describe services of the local government and conduct an inquiry about waste management * Propose ways to improve waste management | |
| **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 | Dance | See the source image | Health | Image result for cybersafety clipart |
| **Let me entertain you**   * Students will refine the fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenges. | | | **What digital systems do you use?**  *Taught across Semester 2*   * Create a digital solution that presents data as meaningful information to address a school or community issue * Create an Excel spreadsheet to show waste footprint | | **Dance Messages**   * Improvise and structure movement ideas for dance sequences that represent a story using the elements of dance and choreographic devices. * Practise technical skills safely in fundamental movements. * Perform dances using expressive skills to represent a story. * Identify how the elements of dance and production elements represent ideas about stories in dance. | | **Netiquette and online protocols**  *Taught across Semester 2*   * Interpret health messages related to cyber safety and discuss the influences on safe online choices * Describe the connections and benefits students have within an online community * Identify resources available to support their online safety | |
| [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 to be used in the classroom in learning time.  Students are also encouraged to bring a fruit or vegetable snack to class each day which will be eaten in the first session. | | | **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 | |