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|  | Year 4/ 5 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. | | | **Year 4**   * 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   **Year 5**   * Multiples and factors * Estimation and rounding * Recall and apply multiplication and division facts to problem solving situations * Measure and draw angles * Apply angle knowledge to problem solving situations * use common percentages to make proportional comparisons of quantities * two-dimensional nets * directly measure the area and perimeter of regular and irregular spaces and mass and capacity | | **Physical Science**  **Year 4**   * Students explore how force can be exerted by one object on another. * Students can define force and give examples of different types.   **Year 5**   * Students explore how light from a source forms shadows and can be absorbed, reflected and refracted. * Students review the concept of light including sources and uses of light. | | **Students explore the environment of different continents and examine the journey of the First Fleet**   * research and examine the changes to North America’s environment over time. * identify Europe on a map and recall its environmental characteristics. * Students can name a key explorer and identify the impact they had. * Students can list the reason people had for travelling to Australia as part of the First Fleet. * Students investigate daily life in the Botany Bay penal settlement and challenges experiences by the people there and how they were managed. * Students examine the extent of changes to the environment in their local area and the effects of change on sustainability. | |
| **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 | Visual Arts  &  Dance | D:\jpepp13\Desktop\art.png | Artist in Residence | Image result for art clip art |
| **Year 4 PE – Let me entertain you**   * Students will refine the fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenges.   **Year 5 PE –**  **PE – Built for Basketball**   * Students identify and explain the health-related fitness components used in basketball. * Students explain the significance of participation in everyday physical activities to their health and wellbeing.   **Year 4**  **Netiquette and online protocols**  *Taught across Semester 2*   * Students interpret health messages related to cyber safety and discuss the influences on safe online choices. * Students describe the connections and benefits students have within an online community and identify resources available to support their online safety.   **HEALTH – Emotional Interactions: Relate, Respect and Connect**  *Taught across Semester 2*   * Recognise the influence of emotions on behaviours and discuss factors that influence how people interact. * Describe their own and others’ contributions to health, safety and wellbeing. | | | **Year 4**  **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   **Year 5**  ***A-Mazing Digital Designs***  *Taught across Semester 2*   * Investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems * Create a maze game using Scratch that includes multiple characters, collectables and repetition. | | **Dance – Symmetry & Dance**   * Explore movement and choreographic devices to structure dances that express ideas about symmetry. * Perform using expressive skills. * explain how the elements of dance and production elements communicate ideas about symmetry by comparing dances.   **Media Arts: Light and Shadow**   * Explore the work of media artists and collaborate to create a stop motion animation using light and shadow * Communicate mood and point of view for an audience. | | * Students explore and experiment with visual conventions such as line, shape, colour and texture to develop an individual approach to express themselves and feelings. | |
| [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 | |