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|  | Year 4/ 5 Term 32024 |
| 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.
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| **HPE** | Image result for Free Images Children Playing Sport | 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.
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| Image result for image of message 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 AlongOrganisationConfidencePersistenceResilience |