# Year 4 Term 1, 2015

Class teacher(s): Mrs Ashu Aggarwal, Miss Jessica Maccarone

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Topics</th>
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| **Religious Education** | **Weeks 1-4 – Talking and Listening to God**  
Unit Focus: In this unit students will be invited to deepen their relationship with God through prayer. They will have opportunities to pray and to learn what prayer means in the life of the Church community.  
**Week 5-7 – Practices and Promises**  
Unit Focus: In this unit the students will explore the themes of covenant, commandment and law. There is a particular emphasis on the ten commandments and the law of love.  
**Week 8-10 – Easter Triduum Passover: Exodus**  
Unit Focus: In this unit, students study the Exodus story and its celebration in the Jewish Passover meal drawing upon the experience of refugees and immigrants to Australia. The unit seeks to develop students’ understanding of the new meaning Jesus gave to the sharing of bread and wine at the Last Supper and to relate the Church’s celebration of the Eucharist to its hospitality and service to refugees and immigrants.  
**Homework opportunities:** We will be studying these passages from the Bible to teach students about different forms of Prayer. Students could read them/write about them/represent them in a creative way.  
- Mt 1:35-37 – Jesus prayed alone  
- Lk 17:11-19 – Jesus knelt and prayed  
- Mt 6:9-13 – The Lord’s prayer |
| **English** | Students will participate in  
**Reading** – All students participate in Shared reading a big book/1 book with the teacher each day. Students are in small groups for reading and participate in a guided reading/Reader’s Circle session 2-3 times per week.  
**Writing and Representing** – Students participate in Modelled and Independent writing each day. During modelled writing students learn about punctuation, grammar, spelling unknown words, letter formation and different styles of writing. In independent writing they then apply what they have learnt to their own writing.  
**Speaking and Listening** – This is an important part of the English block. Students are encouraged to discuss vocabulary and the purpose, audience and form of the book.  
**Some websites to explore for homework**  
Username Kingswood  
Password – Joeys  
| Mathematics | The strands of Working Mathematically, Measurement, Number, Patterns and Algebra and Data, Addition Subtraction and Multiplication/Division will be covered over the term. During the Maths block students will be involved in a warm up game, which usually focuses on number. Secondly students are engaged in a rich task where they use their problem solving skills. Finally there is a reflection where the teacher and students are engaged in reflecting on the learning. This is the main teaching time.  
*Some websites to explore for homework*
*See below for Mathematics games* |
| --- | --- |
| HSIE | How do people’s beliefs affect their lives?  
**Unit Focus**  
This unit provides opportunities for students to explore major religions and belief codes including aboriginal spirituality. The unit focuses on how religions and belief codes influence individuals and groups. Students will also be given opportunities to make informed judgments about whom and what they value in their community.  
**Homework opportunities**  
We will be sending home a survey on family beliefs and celebrations. Collect articles from newspapers and magazines about various religious celebrations across the world. |
| Science and Technology | Friends or foes  
**Unit Focus**  
This is an extensive teaching unit focused on learning, through a collaborative, inquiry-based approach, about the growth, development, reproduction and death of different organisms.  
**Homework opportunities**  
View The private life of plants, Episode 3: ‘Flowering’, David Attenborough (2003), BBC Worldwide Ltd. The first 20 to 25 minutes are particularly useful for this topic  
Listen to an audio recording on ‘sugarbag’ (honey). Watch: http://www.abc.net.au/rural/reporter/stories/s2661932.htm  
Read about the ‘Corpse flower’ of Indonesia http://australianmuseum.net.au/Seed-dispersal/ |
| PDH | **Bounce Back**  
*A wellbeing and resilience program*  
Students will learn about  
- Managing disappointment and jealousy  
- Managing loneliness and feeling left out and rejected  
- Managing worries and feeling anxious  
- Developing empathy |
| Physical Education | Sport will be on Tuesday afternoons. The students will be learning the skills and rules of cricket and participate in cross-country training, along with various mini games. |
Creative Arts

Music with Miss Grace Vassallo and Drama Literacy with Mr Tim
This is an ongoing activity, which reaches across the curriculum. The children will be involved in many activities and experiences in this area. Miss Grace Vassallo will be teaching Year 4 music on Thursdays. Students are involved in singing and instrumental activities. Mr Tim Martin will be conducting the Drama Literacy program with Year 4 on Thursdays. He will use drama activities to develop understandings about a picture book and link this back to writing in the classroom.

Year 4 Timetable

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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>School Assembly 8.50am</td>
<td>Change readers</td>
<td>Year 4 Sport Students to wear sports uniform today</td>
<td>Library/Drama Literacy Mr Tim Martin</td>
<td>Music Miss Grace Vassallo</td>
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Please Note:
- Absent Notes – please ensure a note is sent to explain absences from school. For legal purposes, the school must have something in writing.
- Concerns – if you have a concern about your child, please arrange a meeting time with the class teacher by contacting the school office.
- Reading Homework to start in Week 1.
- Reading Books- changed each Tuesday. Please help your child to return readers.
- Please help your child to return library books.

MATHS Games for homework
These Maths Games can be played at home with a minimum amount of equipment. Many games can be played with dice, playing cards and tape measures. Buttons can be used as counters. These games help to develop student number skills.
Happy playing!!

Three-Minute Challenge
Person A rolls the dice. Person B collects the counters. Continue for 3 minutes getting as many counters as you can in the time. Count your counters and arrange so they are easy to count.

Calculator Counting
Use the constant function on a calculator to generate sequences. Children use pegs to mark the numbers generated on a tape measure, or write the number sequence on a number roll and look for patterns.

Snap
Play a game of snap.
Blank Number line
Take some number cards (about 10) and give one at a time to place on a ‘blank’ number line on the floor or table. Children will learn which numbers come before and after other number. Vary this by making 2 and 3 digit numbers.

Headache
Involves 3 players. You need a deck of cards with the picture cards and jokers removed. Player A and Player B take a card from the pack and hold it to their forehead without looking at their own card. Player C determines the total. Player A and B look at the total, and look at the card on their opponent’s forehead and work out the value of the card on their own head.

Variations - Take 2 cards or more to make 2 and 3 digit numbers.

Card Add Up
1. The Ace = 1
2. Shuffle the cards and put them face down.
3. Turn 1 card over, and move it to the side
4. Turn another card over; add it to the first one.

*The idea is not to use your fingers but the strategies:

**Doubles:** 3+3, 5+5 etc

**Doubles +1:** 3+4 is 3+3+1

**Adding 10:** 16+10 (the tens column change, not the ones column)

**Adding 9:** 16+10 = 26 then -1=25

**Halving the number to be added:** 37+6 (half 6, so 37+3+40, then add the other 3 = 43

What Comes in Groups?
What things do you know that come in sets? ... In packets? ... In bunches? ... In groups? Pose problems like “Using the counters, show me how many wheels would be on 3 cars.”

Tape Measure Games

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<tr>
<th>Name of Activity</th>
<th>Materials Needed</th>
<th>How To Play</th>
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<tbody>
<tr>
<td>3 in a Row</td>
<td>Tape Measure Pegs Deck of cards</td>
<td>1. Use the deck of cards already provided. Place them face down in a pile with the K, Q, J and Joker taken out. The A can be 1. 2. Turn 2 cards over and put them together to make a number. Eg a 6 and a 3 could be 63 or 36. 3. Place a peg on the tape measure on top of this number. 4. The next player repeats. 5. The person with 3 pegs in a row is the winner.</td>
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<tr>
<td>Take Away</td>
<td>Tape Measure Pegs Cards</td>
<td>1. Turn over a card and take this number away from 10. 2. Place a peg on the answer. 3. Turn over a card and take this number away from 20. 4. Place a peg on the answer.</td>
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<tr>
<td>Total of 3</td>
<td>Tape Measure Pegs Cards</td>
<td>1. Turn 3 cards over, add them up and place a peg on the answer. 2. When confident, turn 4 cards over and add together</td>
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<tr>
<td>I’m thinking of a number...</td>
<td>Tape Measure Pegs</td>
<td>1. Play with a partner. 2. Say “I’m thinking of a number that is higher than.... and lower than.... What is my number?” Keep giving clues.</td>
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Make the Largest Number
Four cards are selected randomly from a set of 0-9 digit cards or playing cards. The aim is to be the person who makes the largest three-digit number.

Number Target
Select a numeral card from 5-10. Children suggest two numbers to add together to make this number. Increase target numbers to 10-15 and then 10-20. Children suggest 3 numbers to add together to make this number.

Design a Chocolate Box
I have 24 chocolates. I want to make a flat box for them. What might the box look like?

Sharing Lollies
At a party the lollies were shared. Each person got 3. How many people were at the party and how many lollies were there altogether?