### Year 4 Term 1, 2016

**Class teacher(s):** Mrs Maria Bird, Miss Jana Webb

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Topics</th>
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| Religious Education | **Weeks 1-4 – A time for Reconciliation**  
In this unit there is an in-depth analysis of the parable of the Prodigal Son in the context of a study of Lent as a season whose liturgy challenges us and invites us to conversion and reconciliation with God and others. Students will interpret the parable’s purpose/message within the context of the Lenten liturgy and the celebration of the sacrament of Penance. |
| **Week 5-7 – 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. |
| **Week 8-11- Easter Season: New Life**  
**Unit Focus**  
In this unit, students will explore experiences of ‘death’ and ‘new life’ in their lives and how this is related to the Church’s celebration of the mystery of Jesus’ rising and dying in the liturgies of Holy Week and the Easter season. |

**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 6:9-13 – The Lord’s prayer  
Luke 15:11-32 The parable of the Lost Son

| English | Students will participate in  
**Reading** – All students participate in Shared reading a big book/l book with the teacher each day. Students are in small groups for reading and participate in a guided reading/Reader’s Circle session 2 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
- [Sunshine Online](http://www.sunshineonline.com.au/)
  
  Username: Kingswood  
  Password: Joeys

- [Studyladder.com.au](http://www.studyladder.com.au/)

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### Mathematics

The strands of Working Mathematically, Measurement, Number, Patterns and Algebra, 2D and 3D space along with Time and 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
- [Studyladder.com.au](http://www.studyladder.com.au/)
  
  See below for Mathematics games

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### History

**Places: Then, Now and Tomorrow**

#### Unit Focus
This unit provides opportunities for students to investigate aspects of local history such as transport, housing, Aboriginal traditions, education, women and the arrival of different cultural groups. The unit focuses on historical inquiry and the ways in which information about the past can be gathered.

#### Homework opportunities
Students can research Local historical societies for information about community history. If they have a museum in their local area, they can visit it. They can gather data from the local Websites such as: Local Government and Shires Association of NSW ([http://www.lgsa.org.au/index.html](http://www.lgsa.org.au/index.html)), Councils on the Web ([http://www.algin.net.au/cnlist.htm](http://www.algin.net.au/cnlist.htm)), The NSW Heritage Office ([http://www.heritage.nsw.gov.au](http://www.heritage.nsw.gov.au)). They can read texts such as *My Place* (Wheatley & Rawlins, 1987)

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### 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
- [Kitchengardenfoundation.org.au](http://www.kitchengardenfoundation.org.au/)

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


Explore the role of native bees in the process of pollination of Australian native plants. See:
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
- What is cooperation
- It’s ok to be different
- Respect for others and good manners
- Self-respect
- Is it fair - ‘in’ or is it ‘out’
- 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 Wednesday mornings. The students will be learning the skills and rules of AFL and athletics, along with various mini games.

*Homework opportunities*
Practise your athletics skills.

**Creative Arts**

Music with Mr Kristian Jackson 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.
Mr Kristian Jackson 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.

<table>
<thead>
<tr>
<th><em>Year 4 Timetable</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>School Assembly 8.50am</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Name of Activity</th>
<th>Materials Needed</th>
<th>How To Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 in a Row</td>
<td>Tape Measure</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.</td>
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<tr>
<td></td>
<td>Pegs</td>
<td>2.Turn 2 cards over and put them together to make a number. Eg a 6 and a 3 could be 63 or 36.</td>
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<tr>
<td></td>
<td>Deck of cards</td>
<td>3.Place a peg on the tape measure on top of this number.</td>
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<tr>
<td></td>
<td>Pegs</td>
<td>4.The next player repeats.</td>
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<tr>
<td></td>
<td></td>
<td>5.The person with 3 pegs in a row is the winner.</td>
</tr>
<tr>
<td>Take Away</td>
<td>Tape Measure</td>
<td>1.Call out a number and place a peg on that number.</td>
</tr>
<tr>
<td></td>
<td>Pegs</td>
<td>2.Place a peg on the answer.</td>
</tr>
<tr>
<td></td>
<td>Cards</td>
<td>3.Place a peg on the answer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.Place a peg on the answer.</td>
</tr>
<tr>
<td>Total of 3</td>
<td>Tape Measure</td>
<td>1.Turn 3 cards over, add them up and place a peg on the answer.</td>
</tr>
<tr>
<td></td>
<td>Pegs</td>
<td>2.When confident, turn 4 cards over and add together</td>
</tr>
<tr>
<td></td>
<td>Cards</td>
<td></td>
</tr>
<tr>
<td>I’m thinking of a</td>
<td>Tape Measure</td>
<td>1.Play with a partner.</td>
</tr>
<tr>
<td>number...</td>
<td>Pegs</td>
<td>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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<td></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?