

# YEAR 4 - Term 2 Overview

	ENGLISH	MATHEMATICS	History	Science and Technology	CAPA	PDHPE	
WEEK 1	<p><b>Spelling:</b> double suffix rule</p> <p><b>Writing:</b> persuasive</p> <p><b>Grammar:</b> point of view</p> <p><b>Vocabulary:</b> tired words and literal &amp; implied meanings</p> <p><b>Reading Comprehension:</b> quoted and reported speech</p> <p><b>Fluency:</b> accuracy, automaticity, rate and prosody</p> <p><b>S&amp;L:</b> class discussions, group work</p> <p><b>Handwriting:</b> horizontal joins</p>	<p><b>Position:</b></p> <ul style="list-style-type: none"> <li>- use directional language to interpret and locate positions on a grid map while describing routes between points.</li> </ul>	<p>First Contacts: Who was on the First Fleet and what was the journey like?</p>	<p>Earth and Space: What is weathering of the Earth's surface?</p>	<p><b>Visual Arts:</b> Using watercolours</p>	<p><b>Music:</b> Students will continue to explore the musical concepts of duration and pitch through activities in performance, listening and composition while developing skills in aural identification and traditional reading and writing of music. Students will sing songs and perform on tuned percussion, untuned percussion instruments.</p> <p><b>Drama:</b> Students will create characters, move, act and speak as their</p>	<p><b>Child Protection:</b> My Right to be Safe</p> <p><b>PD/H:</b> URSTRONG is all about empowering kids with friendship skills! It has developed a proven, skills-based strategy that teaches kid-friendly concepts, skills and language to help them build and maintain healthy friendships.</p> <p>BounceBack focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change and challenges.</p> <p>Healthy Safe and Active</p>
WEEK 2	<p><b>Spelling:</b> /ay/ sound</p> <p><b>Writing:</b> persuasive</p> <p><b>Grammar:</b> rhetorical questions</p> <p><b>Vocabulary:</b> tired words and literal &amp; implied meanings</p> <p><b>Reading Comprehension:</b> quoted and reported speech</p> <p><b>Fluency:</b> accuracy, automaticity, rate and prosody</p> <p><b>S&amp;L:</b> class discussions, group work</p> <p><b>Handwriting:</b> typing</p>	<p><b>Chance:</b></p> <ul style="list-style-type: none"> <li>- predict and describe possible outcomes from chance experiments.</li> </ul>	<p>First Contacts: What was life like in the new colony?</p>	<p>Earth and Space: How does erosion change the Earth's surface?</p>	<p><b>Visual Arts:</b> Mother's Day craft</p>	<p>BounceBack focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change and challenges.</p> <p>Healthy Safe and Active</p>	

<p><b>WEEK 3</b></p>	<p><b>Spelling:</b> /ee/ sound  <b>Writing:</b> persuasive  <b>Grammar:</b> writing an argument  <b>Vocabulary:</b> tired words and literal &amp; implied meanings  <b>Reading Comprehension:</b> quoted and reported speech  <b>Fluency:</b> accuracy, automaticity, rate and prosody  <b>S&amp;L:</b> class discussions, group work  <b>Handwriting:</b> horizontal joins to 'tall' letter</p>	<p><b>Angles</b></p> <ul style="list-style-type: none"> <li>- describe and compare angles in relation to right angles.</li> </ul>	<p>First Contacts: Who did Aboriginal and Torres Strait Islander Peoples have contact with before 1788?</p>	<p>Earth and Space: How can rocks and fossils show us how the Earth's surface has changed?</p>	<p><b>Visual Art:</b> Fire</p>	<p>character using elements of drama, movement and voice skills and give feedback to their peers.</p>	<p>Lifestyle: Drug Education: What is a drug? The short- and long-term effects of alcohol use, the short and long term effects of nicotine use.</p> <p><b>PE:</b> A focus on cross country running, Indigenous games and Fundamental Movement Skills &amp; team physical activities for the Athletics Carnival including sprint and middle distance running, relays, high jump, long jump and shot put.</p>
<p><b>WEEK 4</b></p>	<p><b>Spelling:</b> -cle syllable  <b>Writing:</b> persuasive  <b>Grammar:</b> topic sentences  <b>Vocabulary:</b> tired words and literal &amp; implied meanings  <b>Reading Comprehension:</b> subjective and objective language  <b>Fluency:</b> accuracy, automaticity, rate and prosody  <b>S&amp;L:</b> class discussions, group work  <b>Handwriting:</b> typing</p>	<p><b>Time</b></p> <ul style="list-style-type: none"> <li>- represent and read analog and digital time</li> <li>- utilise partitioning and multiplicative relationships to represent fractional quantities of time.</li> </ul>	<p>First Contacts: Why was Australia considered Terra Nullius?</p>	<p>Earth and Space: How do human actions change the Earth's surface?</p>	<p><b>Visual Art:</b> Fire</p>		
<p><b>WEEK 5</b></p>	<p><b>Spelling:</b> drop the 'e' suffix rule  <b>Writing:</b> persuasive  <b>Grammar:</b> using quoted and reported speech  <b>Vocabulary:</b> tired words and literal &amp; implied meanings  <b>Reading Comprehension:</b> subjective and objective</p>	<p><b>Whole Number</b></p> <ul style="list-style-type: none"> <li>- partition, rename, represent and order numbers up to 6-digits</li> <li>- apply place value knowledge to recognise, name and order decimals to</li> </ul>	<p>First Contacts: What was the nature of the contact between early colonists and the Eora people of Sydney?</p>	<p>Digital Technologies: What is Data?</p>	<p><b>Visual Art:</b> Flood</p>		

	<p>language</p> <p><b>Fluency:</b> accuracy, automaticity, rate and prosody</p> <p><b>S&amp;L:</b> class discussions, group work and speech presentation</p> <p><b>Handwriting:</b> horizontal joins to anticlockwise letters</p>	hundredths					
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<b>WEEK 6</b>	<p><b>Spelling:</b> /k/ spellings</p> <p><b>Writing:</b> persuasive</p> <p><b>Grammar:</b> modality</p> <p><b>Vocabulary:</b> tired words and literal &amp; implied meanings</p> <p><b>Reading Comprehension:</b> subjective and objective language</p> <p><b>Fluency:</b> accuracy, automaticity, rate and prosody</p> <p><b>S&amp;L:</b> class discussions, group work and speech presentation</p> <p><b>Handwriting:</b> double letters</p>	<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>- identify the relationship between addition and subtraction.</li> </ul>	<p>First Contacts: What was the impact of the arrival of the early colonists on the Eora people of Sydney?</p>	<p>Digital Technologies: How can we collect and present data?</p>	<p><b>Visual Art:</b> Flood</p>		
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<b>WEEK 7</b>	<p><b>Spelling:</b> /ch/ sound</p> <p><b>Writing:</b> poetry</p> <p><b>Grammar:</b> innovative punctuation</p> <p><b>Vocabulary:</b> tired words and synonyms &amp; antonyms</p> <p><b>Reading Comprehension:</b> repetition and metaphors</p> <p><b>Fluency:</b> accuracy, automaticity, rate and prosody</p> <p><b>S&amp;L:</b> class discussions, group work</p> <p><b>Handwriting:</b> horizontal join to letter 'e, f, s'</p>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- develop, consolidate and apply derived strategies for multiplication facts to <math>10 \times 10</math></li> <li>- explore and apply the inverse relationship between multiplication and division</li> <li>- explore and apply the associative and distributive properties of multiplication.</li> </ul>	<p>First Contacts: Finishing off research tasks</p>	<p>Digital Technologies: How is data transmitted between digital systems?</p>	<p><b>Visual Art:</b> Cyclone</p>		
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<p><b>WEEK 8</b></p>	<p><b>Spelling:</b> /j/ sound  <b>Writing:</b> poetry  <b>Grammar:</b> adverbial phrases with noun groups  <b>Vocabulary:</b> tired words and synonyms &amp; antonyms  <b>Reading Comprehension:</b> repetition and metaphors  <b>Fluency:</b> accuracy, automaticity, rate and prosody  <b>S&amp;L:</b> class discussions, group work  <b>Handwriting:</b> typing</p>	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>- develop, consolidate and apply derived strategies for multiplication facts to <math>10 \times 10</math></li> <li>- explore and apply the inverse relationship between multiplication and division</li> <li>- explore and apply the associative and distributive properties of multiplication.</li> </ul>	<p>First Contacts: Finishing off research tasks</p>	<p>Digital Technologies: What is an algorithm?</p>	<p><b>Visual Art:</b> Cyclone</p>		
<p><b>WEEK 9</b></p>	<p><b>Spelling:</b> /igh/ sound  <b>Writing:</b> poetry  <b>Grammar:</b> synonyms  <b>Vocabulary:</b> tired words and synonyms &amp; antonyms  <b>Reading Comprehension:</b> repetition and metaphors  <b>Fluency:</b> accuracy, automaticity, rate and prosody  <b>S&amp;L:</b> class discussions, group work  <b>Handwriting:</b> joins to f</p>	<p><b>3D objects</b></p> <ul style="list-style-type: none"> <li>- compare and describe features of three-dimensional objects by making and exploring models, sketches and diagrams</li> <li>- construct and draw models from given top, front and side views, using squared and isometric paper.</li> </ul>	<p>First Contacts: Finishing off research tasks</p>	<p>Digital How can we create an algorithm to draw a picture?</p>	<p><b>Visual Art:</b> Drought</p>		
<p><b>WEEK 10</b></p>	<p><b>Spelling:</b> changing 'y' to an 'i' suffix rule  <b>Writing:</b> poetry  <b>Grammar:</b> repetition for effect  <b>Vocabulary:</b> tired words and synonyms &amp; antonyms  <b>Reading Comprehension:</b> repetition and metaphors  <b>Fluency:</b> accuracy, automaticity, rate and prosody  <b>S&amp;L:</b> class discussions, group</p>	<p><b>Capacity</b></p> <ul style="list-style-type: none"> <li>- use formal units (litres and millilitres) to measure capacity and use scaled instruments to measure and compare capacities.</li> </ul>	<p>First Contacts: Finishing off research tasks</p>	<p>Digital Technologies: How can we use loops to make coding more efficient?</p>	<p><b>Visual Art:</b> Drought</p>		

	work <b>Handwriting:</b> revision						
	<b>Library</b> Through quality Australian stories with the focus on themes of emotions and feelings, students will identify and describe the range of emotions and feelings we can experience and explore the themes within the stories.						