TOPIC OUTLINE
Term 3, 2014
Grade 4

INQUIRY UNIT

TOPIC: Let’s Explore Australia!

INQUIRY QUESTION: Why did people start to explore the land now called Australia?

KEY LEARNING AREA: History / Geography

UNDERSTANDINGS:
• Some explorers made a significant contribution to the development of Australia.
• The exploration of early explorers presented difficulties for all groups of people involved.

SKILLS:
This term your child will:
• Identify and research people who explored Australia.
• Research and present information about a world explorer.
• View visual representations of various explorers.
• Locate relevant information from various sources.
• Use a variety of communication forms, such as: verbal, graphic, written and digital technologies.
• Make a Keynote presentation about a world explorer.
• Sequence people and events in chronological order to identify key dates.
• Recognise the significant events in bringing about change.

ENGLISH

Reading and Viewing
This term your child will:
• Use various methods to gain information related to the history of exploration in Australia, such as books, websites and newspapers.
• Read a wide range of different type of texts for pleasure.
• Use several strategies such as note taking, summarising and underlining key information to find the main idea of a text.
• Understand the difference between a diary and a journal.
• Make connections between the text and their own experience.

Writing
This term your child will:
• Create detailed pieces of writing such as information reports and recounts.
• Write information using sequenced paragraphs, punctuation and other grammar aspects such as prefixes, suffixes, cause and effect and tense.
• Use simple, compound and complex sentences to express and combine ideas.
• Use punctuation to support meaning (e.g. A question needs to be supported with a question mark)
• Use handwriting fluency with speed for a wide variety of tasks.
• Use a range of strategies for spelling words.

Speaking & Listening
This term your child will:
• Plan, rehearse and deliver presentations about learned content.
• Answer questions from the audience to show understanding of ideas presented.
• Project their voice and adjust tone adequately for an audience.
MATHEMATICS

Number & Algebra
This term your child will:

• Skip count backwards and forwards from various starting points using multiples of 2, 3, 4, 5, 10 and 100.
• Represent multiplication as a rectangular array.
• Be provided with automatic recall of multiplication facts up to 10 x 10
• Explore and describe number patterns resulting from performing multiplication.
• Solve worded problems involving multiplication and division where there is no remainder.
• Use fact families to solve division problems.
• Solve division using a single digit divisor.

Measurement & Geometry
This term your child will:

• Estimate and calculate the area and perimeter of shapes and objects.
• Recognise and name 3D shapes such as spheres, prisms and pyramids.
• Identify edges, vertices and faces of 3D shapes.
• Use 2D nets, cross sections and simple projections to represent simple 3D shapes.

Statistics & Probability
This term your child will:

• Investigate the fairness of events through experimentation.
• Plan, conduct and display results of chance experiments.

PHYSICAL EDUCATION

This term your child will:

• Begin to learn the different levels of gymnastics, dance and be introduced to athletics.
• Understand that co-operative skills need to be developed if effective competitive activities are to be played; for example sharing equipment, space and game time, accepting skill levels of others in their group, encouraging and helping one another.
• Participate in activities in a cooperative and fair manner.
• Develop and improve balance, control, coordination and strength when performing a variety of complex skills in the unit of gymnastics and dance

VISUAL ARTS

This term your child will develop their understanding of the art elements of line, shape and tone by drawing a charcoal picture the First Fleet. Students will reflect on their completed artworks and discuss their experiences with charcoal. Students will also use their drawing skills to create artwork that has depth, learning about how the art elements of line, pattern and colour make their picture appear three-dimensional.

SOCIAL AND EMOTIONAL LEARNING

This term your child will:

• Cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task.
• With support, set learning improvement goals and manage their feelings in relation to their goals.
• Seek teacher feedback to develop their content knowledge and understanding.
• Set short term goals in relation to specific goals.