TOPIC OUTLINE
Term 4, 2014
Grade 4

INQUIRY UNIT

TOPIC: Wacky Weather
INQUIRY QUESTION: Why does extreme weather occur?
KEY LEARNING AREA: Science

UNDERSTANDINGS:
• There are many different types of extreme weather.
• Extreme weather is a major catastrophe caused by nature and one event can set off a chain reaction.
• There are procedures and processes to follow when responding to extreme weather conditions.

SKILLS:
This term your child will:
• Research and select relevant information of extreme weather.
• Record and discuss findings of researched disasters.
• Investigate the effects of weather on Australia – e.g. droughts, floods, etc.
• Visually represent and report on their preferred natural disaster.
• Gather information about daily weather observations.
• Graph temperature and rainfall within Australia.
• Record, interpret and report on weather forecasting.

ENGLISH

Reading and Viewing
This term your child will:
• Identify features of texts (picture books, novels, online) including navigation, links, graphics and layout.
• Understand how adverbs and prepositional phrases work in different ways to provide further detail about an activity.
• Use several strategies such as note taking, summarising and underlining key information to find the main idea of a text.
• Participate in a film study by analysing the characters, plot and actions.
• Read a variety of different poetry.

Writing
This term your child will:
• Create various pieces of poetry relating to personal interests.
• Write information using sequenced paragraphs, punctuation and other grammar aspects such as pronouns, adverbs, and prepositional phrases.
• Use punctuation to support meaning.
• Use handwriting fluency with speed for a wide variety of tasks.
• Explore less frequent spelling patterns (-ould, -ought, -ight and –eigh) and consonant blends (scr, shr, str and spl) for spelling words.

Speaking & Listening
This term your child will:
• Plan, rehearse and deliver presentations about learned content.
• Discuss experiences with others sharing responses and expressing a point of view.
• Project their voice and adjust tone adequately for an audience.
MATHEMATICS

Number & Algebra
This term your child will:
• Count by simple fractions and locate and represent these fractions on a number line.
• Compare simple common fractions such as $\frac{3}{4}$ and $\frac{1}{2}$.
• Add and subtract simple common fractions where they have the same denominator.
• Understand what shapes can be easily used to show fractions.
• Investigate equivalent fractions used in context.

Measurement & Geometry
This term your child will:
• Follow instructions to produce simple tessellations with triangles, rectangles, hexagons and puzzles such as tangrams.
• Recognise and describe the directions of lines as vertical, horizontal and diagonal.
• Enlarge and reduce a picture using grid paper.
• Understand the relationship between size and capacity of a container.
• Estimate and measure volume, capacity, temperature and mass using appropriate measures.

Statistics & Probability
This term your child will:
• Use surveys, questions, tally marks and recording sheets to collect data.
• Use column, bar and picture graphs where one picture can represent many data values.

PHYSICAL EDUCATION

This term your child will:
• Begin to learn the fundamental motor skills of netball, AFL football, hockey and volleyball.
• 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.

VISUAL ARTS

This term your child will develop their understanding of the art elements of colour, tone and texture by learning about the artist Monet and reviewing his landscape artworks. Students will respond to his style by creating their own landscape artwork, inspired by Monet, and discuss the way they mixed colour to create tone texture. Students will use collage and construction techniques to create a variety of Christmas-themed artworks.

SOCIAL AND EMOTIONAL LEARNING

This term your child will:
• Set short term, achievable goals in relation to specific tasks.
• Contribute to the development of protocols that create a positive learning environment in the classroom.
• Make and justify some decisions about their learning.
• Describe and evaluate their individual contribution and the team’s progress towards the achievement of agreed goals.