Dear Year 4 Parents and Carers,

Welcome back for Term 4!

We have a busy term of learning to look forward to this term as we prepare our students for year 5. Report cards will be going out via email at the end of the Term.

This term Mrs McDougall will continue to teach English and Maths (Monday-Wednesday) and Mrs Muirhead will teach Science, HaSS, Health and The Arts (Thursday and Friday). Both of us are contactable via Class Dojo should you need to discuss anything.

Monday is our library borrowing day. Please remind your child to bring their library bag to school on Mondays. LOTE is on Mondays and Fridays. This term we will be doing swimming from weeks 6-10.

Next week we head off on camp to Murphy's Creek Escape. We are looking forward to this adventure. We will keep you up-to-date with our experiences through Class Dojo.

Our learning for the term is outlined below.

English

In this unit students recognise and analyse characteristic ideas and persuasive techniques including language features and devices, audio effects and visual composition in advertisements and their impact on the target audience. Students use appropriate metalanguage to describe the effects of persuasive techniques used on a breakfast cereal package and report these to peers. Students use word processing software tools to manipulate text and images to create an effective composition for a breakfast cereal. They write and present a persuasive speech to promote their cereal.

Maths

This term students will explore a range of mathematical concepts. Including;

Money and financial mathematics: calculating money problems

Number and Place Value: identifying and representing numbers, developing a written strategy for addition and subtraction, investigating fact families for multiplication, and applying place values with multiplying and dividing.

Fractions and Decimals: linking fractions and decimals, modelling and representing decimals and comparing and ordering decimals.

Location and Transformation: Investigating symmetry and creating symmetrical design.

Measurement: Measuring and comparing area, calculating time and comparing volume.

Chance and Data: Comparing and ordering events, collecting, recording and displaying data and representing and interpreting data.

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Science

Students will use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They will use their knowledge of forces to make predictions about games. They will complete games safely in order to collect data. Students will use tables and column graphs to organise data and identify patterns so that findings can be communicated. Students will also identify situations where science is used to ask questions or to make predictions. They will identify how science knowledge of forces helps people understand the effects of their actions.

HaSS

Students will investigate how people use environments more sustainably.
In this unit, students will:
- explore the concept of 'place' with a focus on Africa and South America
- describe the relative location of places at a national scale
- identify how places are characterised by their environments
- describe the characteristics of places, including the types of natural vegetation and native animals
- examine the interconnections between people and environment and the importance of environments to animals and people
- identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places
- investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste
- recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments.

Health

In this unit students examine and interpret health information about cybersafety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources available locally to support their safety.

Please don't hesitate to contact us if you have any questions or concerns.

Warm regards,

Jordanna McDougall and Stephanie Muirhead.

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