

## Year 4 and 5 Term 1, 2018

### **Catherine McHolm W13**

Welcome to term 1! We have had a great start to the year. Our class consists of 29 students – a mix of year 4 and year 5. We have been lucky enough to welcome 8 new students to the school (and our class). They have all settled in well and made many friends. We have spent the first two weeks focussing on Growth Mindset, looking at how we can all approach our learning positively and accept all challenges we face with persistence.

It has been great getting to know all of the children so far and I am looking forward to a successful year of growth with many learning opportunities ahead.

As we are a mixed Year level class, students will be learning different information in the differing areas of the curriculum. I will have times when they are working on different tasks and times when I provide “Open-ended Activities” where students can enter and exit the task at their own ability level. Even in a straight year level class this is common practice as all students are at different levels of their learning journeys.

#### English

Spelling – We are starting a new programme called “Words Their Way”. After testing the individual student’s, we then have a list each week that focusses on a different letter blend/spelling rule.

Grammar – we will be looking at nouns and noun groups, adjectives, and formalities of writing. We are looking to make our writing “more interesting” with more thought and depth to it.

Genres this term – Narrative and Description. A big focus will be on sentence structure. This ties in with HASS topics – historical narratives and descriptions of life in the 1700’s and 1800’s. We will also be focussing on Exposition writing later in the term. Narrative and Exposition are possible genres for the writing component in NAPLAN which will occur early next term.

Guided Reading will occur each day (comprehension skills, grammar review etc.). Students are also provided with time to read books of interest. We will be watching “Behind the News” each week to keep up with world news events, current affairs and will be involved in discussions on various topics that are shown.



#### Maths

Measurement and Geometry:

Year 4 – students will use simple scales, legends and directions to interpret information contained in basic maps (tying in with our work in Geography). Learn to create symmetrical patterns, pictures and shapes with and without digital technologies. We will use formal units of measurement to measure and compare lengths, masses, capacities and temperatures. Students will also compare objects using familiar metric units of area and volume. Students will convert between units of time, using ‘am’ and ‘pm’ notation and solve simple time problems.

Year 5 – Students will use a grid reference system to describe locations. They will describe routes using landmarks and directional language (tying in with Geography). Students will have fun describing translations, reflections and rotations of two-dimensional shapes and identifying line and rotational symmetries (in Art, Science – the world around us, as well as in formal Math lessons). They will apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original. We will continue to choose appropriate units of measurement for length, area, volume, capacity and mass as well as calculate perimeter and area of rectangles using familiar metric units. Students will compare 12- and 24-hour time systems and convert between them, especially when solving real life “problematized situations”.

## HASS (Humanities and Social Sciences)

Year 4 – Beginning with the question “What is History?” students will investigate interactions between people, places and environments over time and space and the effects of these interactions. When learning about sustainability students will gain opportunities to expand their world knowledge and learn about the significance of environments around them. They will examine how people’s need for resources over time has affected peoples, societies and environments. Specifically, the students will do an inquiry based approach to study European exploration and colonisation in Australia (The First Fleet) up to the early 1800s. They will discover who and why people came to Australia. We will also look at the effects on the lives of Indigenous Australians post-contact.

Year 5 – Students will learn about Colonial Australia in the 1800s. Students will look into the effects of Colonisation in Australia, specifically the relationship between humans and their environment. Students’ geographical knowledge of Australia and the world is expanded as they explore the continents of Europe and North America, and study Australia’s colonisation and migration in the 1800s. They will create a timeline to show who came to Australia and when. Students will investigate how the characteristics of environments are influenced by humans in different times and places, as they seek resources, settle in new places and manage the spaces within them. They also investigate how environments influence the characteristics of places where humans live and human activity in those places (where they choose to settle and why).



### Technologies

During construction of objects such as maps, historical scenes etc. the students will learn how to choose and use appropriate technologies and tools for different purposes. They will also use digital technologies for research and presentation. The students will have experience using the internet tool “Scratch” to program and experiment with algorithms and attempt to make their own programmes on the computer.

### Other Subjects

These subjects are taken by specialist teachers. They are:  
Health and PE is taught by Michael Lukacs  
The Arts is taught by Kathryn Barrowman  
Japanese is taught by Rebecca Gilbert.

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