Learning Outline for Parents

Term 4 - ENGAGE

This document is designed to provide clear and consistent information about the learning planned for your child's class for the coming term. It allows parents and carers to stay informed, support learning at home, and engage in meaningful conversations with their child about what they are learning at school.
By sharing this outline, we strengthen our collaborative approach between home and school, ensuring learning is connected, purposeful, and consistent across the school. This approach aligns with the Quality Teaching Strategy – *Teaching for Impact*, supporting high-quality teaching and improved learning outcomes for all students. For more information on Homework please check our website.

Year 4

English

Reading/Viewing

Identify features of online texts that enhance readability, including text, navigation, links, graphics, and layout.
This term, reading and viewing skills will be used in conjunction with a class novel study.

Reading Comprehension Strategies

- Reading and Viewing skills:
- Predicting
- Summarising
- Making connections
- Inferences
- Asking questions
- Visualising

Lexile Reading

Lexile tests take place in Weeks 1-2 each term. This will determine students' reading levels, and influence which reading groups they will be put into. This program aims to develop comprehension skills and links with the strategies being taught in class. Students are expected to complete 5 – 10 quizzes each week.

Writing

Procedural Texts

This term, students will participate in our Talk for Writing program, focusing on procedural texts. They will begin with a Cold Task to assess their current skills. Throughout the unit, students will learn how to write clear and well-organised procedures by sequencing steps logically and using precise language, appropriate vocabulary and supporting details. They will explore model procedural texts, practise discussing and explaining processes orally, and apply these skills in their writing. The unit will conclude with an independent task, where students will demonstrate their ability to write a clear, well-structured and detailed procedural text.

Word Work (Spelling)

Phonological:
/oo/ as in book
/ow/ as in cow
n sound – n, nn, kn
x, cks sound

Morphemic:
Suffix -less: without
Suffix -ness, -y: state of/in a state of

Tense suffix -ed: past tense
Prefix inter-: between, among

Visual:
Letter pattern -ure + noun e.g. failure
Letter pattern: -ge, -dge
Silent final 'e' and /th/ sound e.g. breath and breathe

Etymological:
hosp – guest
octa – eight
ann/anni/annu – yearly
bio – life

Punctuation and Grammar

Identify and use determiners within a sentence
Upgrade nouns/verbs to strong argumentative nouns/verbs
Use adverbs of affirmation within a sentence to convey an opinion
Order adjectives by observation, size, shape, age, colour, material
Identify the role of auxiliary/helping verbs and use within a sentence

Speaking and Listening

This term, students will participate in a class debate as part of their HASS learning, building on the country research they have already completed. Students will use their research to develop and support arguments, present their ideas clearly, and respond to different viewpoints. They will learn how to listen respectfully, use evidence to strengthen their arguments, and work collaboratively to prepare for and participate in a structured debate.

Mathematics

Number and Algebra

- Write fractions and decimals to hundredths for shaded hundred grids.
- Shade hundred grids to represent decimals to hundredths
- Represent decimals to hundredths on a number line.

Measurement and Geometry

- Draw lines of symmetry and classify shapes as symmetrical or not symmetrical
- Complete a symmetrical shape when given one half and the line of symmetry.
- Classify shapes as having and not having rotational symmetry.
- Measure the area of rectangular spaces using square metres and a trundle wheel.
- Find the area of rectangles by covering them in square centimetre tiles or blocks
- Use a ruler to divide rectangles into square centimetres.
- Find the area of regular and irregular shapes by counting full and part grid squares.
- Find and compare the perimeter of shapes by counting squares that they are overlaid on.
- Compare angles and classify them as equal to, greater than or less than a right angle.
- Compare angles and classify them as acute, right, obtuse, straight, reflex or revolution.
- Describe and plot locations on maps using legends, a grid reference system, compass rose and a simple scale.
- Use given directions, a compass rose, and a scale to follow routes on simple map

Statistics and Probability

- Write survey questions, collect categorical data and represent the results using a data table and column graph with a non-unit scale.
- Interpret and answer questions about column graphs with non-unit scales.
- Conduct a chance experiment using a dice, display the results in a table and column graph, and explain why they differ from the predicted outcome.

HASS

Geography:

- The importance of environments to animals and people, and different views on how they can be protected.

- The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably.
- The ways Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonization.

Visual Arts

Making:

Development of artistic processes and techniques to explore visual conventions through:

- Space (diminishing perspective)

Responding:

- Responses to their own and others' artwork, reflecting on meaning using visual art terminology
- Presentation of a message to an audience and reflection of the visual art elements and materials used in artwork
- Appreciation and respect for a range of artwork from different social, cultural and historical contexts
- Presentation and display of artwork with consideration of visual appeal/aesthetics

Technologies

Digital Technologies

Students will be introduced to the foundational concepts of coding through block-based programming. They will explore how digital systems use algorithms to solve problems and develop basic coding skills by creating simple programs. Students will also learn to sequence instructions, debug errors, and understand the importance of algorithms in digital technology.

Design Technologies

- How technology is used in food and fibre production and how kitchen equipment is used to prepare a variety of foods.
- Forces and the properties of materials affect the behaviour of a product or system
- Students will explore the role of people and technology in the mass- production of toys. They will use their knowledge of properties of materials to design and produce a toy

Health

Personal identity and change

- Ways to respond positively to challenges and failure, including the use of resilience and persistence.
- Changes associated with puberty
- Strategies to manage changes associated with puberty

Specialist Subjects

Science

At East Victoria Park Primary School (EVPPS) we run a hands-on inquiry-based learning program in Science. Students have the opportunity to explore concepts taught through investigations and various manipulatives. In Term 4 we cover Chemical Sciences. Year 4 will focus on; Natural and processed materials have a range of physical properties that can influence their use.

Music

In Term 4 each class will be focusing on learning a song to perform at the end of year concert. The theme of our concert is 'Summer Sounds'. The Concert is on Thursday 3rd December and all students are to wear warm colours; RED, ORANGE, YELLOW or PINK. Learning songs together teaches the students the importance of working as a team while building musical, social and communication skills. It is also great memory work. Each Year group will also continue to work on curriculum-based music activities during their music classes.

Physical Education

Students will be focusing on their fitness, team games and throwing, striking skills. We will also continue focusing on the following fundamental movement skills:

- Improving anaerobic/aerobic fitness
- Striking – Pickleball / Softball / Cricket
- Throwing – Softball / Cricket
- Self-management skills – teamwork and sportsmanship

There will also be a focus on team building, cooperation/teamwork activities to improve problem solving and communication skills.

Japanese

Students will be covering adjectives, nationalities, time, classroom items and festivals of cultural significance, while using them in various activities.

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