

# Year 4 Term Letter, Term 3 2019

Dear Families,

I cannot believe that we are officially half way through the year. So far, we have enjoyed every minute of year four! Term Three is very exciting for us because it is EKKA time! Everything we do in class, in most subject areas is based on the Brisbane EKKA and to showcase our learning we will also be putting on our own OLD Exhibition at the end of the Term.

Thank you so much to all of those that were able to volunteer to help on our EKKA excursion, we have had an overwhelming response. We go on a treasure hunt through the EKKA in small groups, generally one adult to four students but due to the number of volunteers we have been able to manage one adult to three students. This will ensure everyone has the opportunity to engage in the learner in smaller groups. It is always a great day and there is lots of amazing learning hidden in all of the fun!

This term we are focusing on the "You Can Do It" program using the 5 keys to success. As a whole school we will be looking at Getting Along. Year 4 will also be looking at organization. As part of this we ask that you do not enter the classroom in the morning to help your child unpack. My door is always open if you need to discuss anything with me but we are working on getting the students to unpack independently and in a timely fashion.

Important dates for Term 3:

- Friday 19 July and Friday 26 July – Gala Day, Year 4 will be playing soccer and you are more than welcome to attend.
- Friday 02 August – O.L.D Athletics Carnival
- Wednesday 14 August – EKKA show day holiday
- Friday 16 August – EKKA Excursion
- Tentative date in week 8 – O.L.D EKKA – a celebration and culmination of our terms work
- Friday 13 September – Year 4 Prayer Assembly

Following is a run down of what we will be covering in each of the curriculum areas this Term. As always, my door/email is always open if you have any questions or need clarification around anything.

## Term 3 Units of Work

### Religious Education

In Religion this term we will be looking at Morality. We will be looking at how free choice can result in actions that affect the individual and their community. We will investigate this through bible stories and relevant case studies of difficult situations that arise for children in middle to upper primary. Particularly around the safe use of technology. Towards the middle or end of term we will invite Father Damien in again to discuss the concept of The Trinity. We will explore representations in the Bible of Trinity and create our own interpretation of the concept.

### English

In English this term we will be relating the learning back to the EKKA. We will be looking at different flyers and advertisements for carnivals and shows and of course the EKKA. We will identify the main idea and supporting detail and how the detail and images extend the concept of the main idea. We will have the

opportunity to do this using digital technology with our ipads. As part of creating our own advertisement for our EKKA we will also be looking at how images engage the interest of the audience and in particular how to use them in advertisements to draw people in and persuade them to come to the EKKA. This will also tie in with Media Arts through the use of the technology to create media artworks.

## **Mathematics**

We get to explore all of the fun Mathematics concepts this term! We will be looking at simple purchasing problems and budgets all centered around the EKKA. We will be solving problems involving time, including working out a timetable for our excursion. This term we will be investigating and creating maps. We will look at the information contained on maps and linking in with HASS we will be looking at the basic cartographic conventions eg. Compass star, key, scale etc. Because everybody loves side show alley we will also be looking at dependent and independent events, and probability when we create our own chance and data games that we will be sharing at our OLD EKKA. This will also involve some measurement that will continue into next term.

## **Humanities and Social Sciences (HASS)**

HASS for Term Three we will be exploring the use and management of natural resources and waste and the different views on how to do this sustainably. This also ties into our EKKA excursion as we can go to the EKKA and have a look at the composting display and the kids always love the stand that explains “poo power” and how poo can be used to create energy. We will also explore the changes in products on offer at the EKKA and how they have moved to become more sustainable. We will then reflect and evaluate on other parts of the EKKA that could use better, more sustainable resources and look at how that could be done.

## **Science**

May the force be with us this term in Science as we explore how contact and non-contact forces affect interactions between objects. This will also be something to be investigated at the EKKA particularly through forces of rides and the good old woodchop. We will complete some hands on experiences on a small scale to see what happens and then at the EKKA look at these forces in action on a bigger scale.

## **Health Education**

Our Health unit this term is an extension of the work we have been doing all year in health with our circles program and community circle. We will be looking at and trying to understand how to interact positively with others in a variety of situations. This will also tie into our Religion unit on morality and free choice.

## **Music**

In Music this term, students will continue to identify and recognize elements of music and the describe similarities and differences in the music they listen to. We will look at a variety of music styles and students will use their knowledge of music to justify their own preferences.

## **Physical Education**

### **Mod Tennis**

Participate in physical activities from their own and other cultures.

## **Visual Art**

### **Tell Me a Story- Part 2**

Visual Art Program OLD Semester 2

Therese Flynn-Clarke

Semester 1 saw students P-6 exploring Aboriginal and Torres Strait Island culture and visual arts to use as inspiration to create their own works of art. Students looked at storytelling and totems in ATSI art and cultural practice and then using a guided meditation technique students created their own 'symbol' referencing the story of a place that was special to them in nature. There was a specific focus on some of the elements of visual art including line, shape and colour.

Semester 2 sees the continuation of the learning with a focus on contemporary ATSI visual arts and culture and a specific focus on dogs, referencing 'Camp Dogs', dog dreaming stories, and sculptural artwork. Students will be introduced to 'Yarning Circles' (see links) and it's 'rules' to tell their own stories. A focus on specific indigenous artists will also be a focus including the Aurukun community's wood carvings of Camp Dogs. We will extend line, shape and colour concepts began in Semester 1 in 2D and 3 D forms.

<https://www.qcaa.qld.edu.au/about/k-12-policies/aboriginal-torres-strait-islander-perspectives/resources/yarning-circles>

<https://www.scu.edu.au/media/scueduau/academic-schools/-gnibi-college-of-indigenous-australian-peoples/About-Yarning-Circles-A-Guide-for-Participants.pdf>

<https://harlaxtonss.eq.edu.au/Supportandresources/Formsanddocuments/Documents/yarning-circles.pdf>

## **LOTE**

**Year Four** will start working on Unit 3, **"What builds a good team?"**

In this unit, students use language to explore the concept of teamwork through group activities.

Students will:

- engage with a range of texts about team games played on sports days in Japan
- use a range of language to participate appropriately in group activities involving teamwork
- compare types of games and language used during play in Japan and Australia
- analyse and understand the systems of language relating to the structure of phrases used in game play
- participate in intercultural experiences to reflect on language and culture associated with respect and teamwork in games.

Warm regards,

Leeanne Taylor

Classroom Teacher

Brett Kitchener

Principal