



Year Four - Learning and Assessment Unit Work for Semester 1

The following highlights the Learning and Assessment expectations for Semester 1.

In addition to Unit work, One Mile State School uses a comprehensive suite of diagnostic resources to help students achieve.

The below learning and assessment will be reported on in Semester 1 Report Cards.

English	<p>Exploring imaginative texts Students engage with a variety of imaginative texts that include literary devices and/or deliberate word play to shape meaning.</p>
	<p>Assessment: 1.1 <i>Speaking and Listening</i> Assessment purpose: To share and extend ideas, opinions and information about a short film for an audience.</p>
	<p>Reporting on topics of interest or learning Students engage with a variety of texts, including informative texts, with content of increasing complexity and technicality about topics of interest and topics being studied in other learning areas.</p>
	<p>Assessment: 2.1 <i>Information reports</i> Written and multimodal Assessment purpose: <i>Reading and Viewing</i> To read, view and comprehend an informative text. <i>Writing and creating</i> To create a written and multimodal informative text for an audience.</p>
Mathematics	<p>Term 1 Students develop understandings of: Number</p> <ul style="list-style-type: none"> draw on proficiency with number facts, fractions and decimals (tenths) to deepen an appreciation of how numbers work <p>Space</p> <ul style="list-style-type: none"> recognise and create line and rotational symmetry using materials and digital software create and interpret grid reference systems and directions to locate and describe positions and pathways <p>Statistics</p> <ul style="list-style-type: none"> develop and use surveys to obtain data that is directly relevant to statistical investigations
	<p>Term 2 Students continue to develop understandings of: Number and Algebra</p> <ul style="list-style-type: none"> draw on proficiency with number facts, fractions and decimals to deepen an appreciation of how numbers work develop and use strategies for multiplication that are based on understanding of multiplication as an operation and knowledge of laws for arithmetic operations choose and use efficient strategies when modelling financial and practical problems, communicating solutions within the context of the situation become aware of the importance of context and purpose when they make judgements and reflect on the reasonableness of measurements and the results of calculations, and how they choose

	<p>to represent mathematics and mathematical information</p> <p>Measurement</p> <ul style="list-style-type: none"> • convert between units of time when solving problems involving duration <hr/> <p>Assessment:</p> <p>Term 1</p> <ul style="list-style-type: none"> • <i>Representing tenths as a fraction and decimal</i> • <i>Identifying symmetry and using grid references</i> • <i>Using surveys to conduct statistical investigations</i> <p>Term 2</p> <ul style="list-style-type: none"> • <i>Using odd and even numbers, rounding, estimation and mathematical modelling</i> • <i>Solving duration problems by converting units of time</i> • <i>Using proficiency with facts when calculating</i>
Science	<p>Here today, gone tomorrow Students use science inquiry skills to explore natural processes & human activity that cause weathering & erosion of Earth's surface. Students relate this to their local area, make observations & predict consequences of future occurrences & human activity. They describe situations where science understanding can influence their own & others' actions.</p> <hr/> <p>Ready, Set Grow Students investigate life cycles & sequence key stages in the life cycles of plants & animals. They examine relationships between living things & their dependence on each other & on the environment. Students use a range of inquiry skills to conduct investigations and communicate their observations & findings.</p> <hr/> <p>Assessment: Students demonstrate their understanding of how relationships of living things impact on their life cycle. They describe situations when science is used to understand the effect of actions, and organise and communicate findings.</p> <p>Investigating soil erosion - Students describe the natural processes & human activity that cause changes to the Earth's surface. They plan, conduct & report on an investigation of the erosion process.</p>
	<p>Early exploration & settlement: Students investigate the short- & long-term effects of European settlement.</p>

HASS	<p>Assessment: The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • describe factors that shape a person's identity & sense of belonging • recognise the importance of laws in society • examine information to distinguish between facts & opinions & detect points of view • explain how & why life changed in the past • identify aspects of the past that have remained the same • describe the experiences of a group in the past • recognise the significance of events in bringing about change • locate information from different sources to answer questions • sequence information about events & the life of individual in chronological order with reference to key dates • present ideas, findings & conclusions using discipline-specific terms in a range of communication forms
Technology	<p>What's for lunch? Students investigate food and fibre production and food technologies used in modern and traditional societies. They will explore how people in different times developed food and fibre technologies to meet human needs.</p> <p>Assessment: Student's design and make a lunch item that includes modern and traditional technologies.</p>
Health	<p>Good Friends Students explore the impact of positive social interaction and how emotions and feelings reflect self-identity. They investigate different types of friendships and examine qualities we look for in a friend as well as their role and responsibilities.</p> <p>Assessment: Short answer questions The assessment will gather evidence of the student's ability to: Identify and list strategies for managing change and explain how personal qualities lead to positive interactions with others.</p>
Music	<p>Musical characters and action In this unit, students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media.</p> <p>Assessment: Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression • collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas • describe and discuss similarities and differences between music they listen to, compose and perform <p>discuss how they and others use the elements of music in performance and composition.</p>

The Arts	<p>Poetry in motion</p> <p>In this unit, students create a character animation to deliver an audio recording of a short, humorous poem.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore representations of people from their community to develop animated characters considering animated forms, mouth shapes, facial expressions, character development, composition, text and sound in media delivery to engage audience • experiment with media technology, collaborative processes (script, storyboard, photograph and edit as a slideshow) to create a lip-synched animation • present productions in digital form • discuss similarities and differences in content, structure and animation approaches • describe and discuss intended purposes and meanings of media artworks using media. <p>Assessment will gather evidence of the student’s ability to:</p> <ul style="list-style-type: none"> • collaborate to use story principles time, space and technologies to make and share media artworks that communicate ideas to an audience • describe and discuss similarities and differences between media artworks they make and view • discuss how and why they and others use images, sound and text to make and present media artworks.
Physical Education	<p>Take your marks, get set, play</p> <p>Students develop the fundamental movement skills of running, jumping and throwing. They incorporate these skills within simple games & athletic sports. Students discuss the benefits of being physically active.</p> <p>Assessment Observations and assessment of practical skills.</p> <p>Swimming Students participate in swimming lessons in Term 1.</p> <p>Assessment: Students are assessed on swimming technique and water safety.</p>
Japanese	<p>What is a family?</p> <p>In this unit, students use language to communicate ideas relating to the concept of family and identity. Students will:</p> <ul style="list-style-type: none"> • introduce themselves and other family members • interact with peers about family members and activities • identify language and behaviours that reflect relationships and values in Japanese society • develop understanding of ‘identity’ and whether learning Japanese has an effect on sense of ‘self’. <p>Assessment: Collection of work. The assessment will gather evidence of the student’s ability in speaking and reflecting.</p>

For further information: please contact your classroom teacher or specialist teacher.