



## Year Four - Learning and Assessment Unit Work for Semester 2, 2021

**The following highlights the Learning and Assessment expectations for Semester 2 2021.**

*In addition to Unit work, One Mile State School uses a comprehensive suite of diagnostic resources to help students achieve. These resources help teachers form a picture of each child's developmental needs.*

*These may include:*

*Progressive Achievement Tests in Reading and Numeracy – completed online.*

*Reading Benchmarks – Running Records and individual reading conferences. (you may have heard this referred to as a reading level or number)*

*LEM Phonics program*

*Show Me – Maths testing following The Gympie Maths Alliance resources.*

*Various screening devices conducted when appropriate by support staff.*

**The below learning and assessment will be reported on in Semester 2 Report Cards.**

<p><b>English</b></p>	<p><b>Exploring recounts set in the past</b> Students listen to, read &amp; explore a variety of historical texts including historical &amp; literary recounts written from different people's perspectives. There are two assessment tasks: a reading comprehension &amp; a spoken presentation. In the reading comprehension task, students answer questions about different historical texts. In the spoken presentation, students present an account of events in the role of a person who was present at the arrival of the First Fleet.</p>
	<p><b>Exploring a quest novel</b> Students read &amp; analyse a quest novel. Throughout the unit, students are monitored as they post comments &amp; respond to others' comments in a discussion board to demonstrate understanding of the quest novel. Students also write a short response explaining how the author represents the main character in an important event in the quest novel.</p>
	<p><b>Assessment:</b> <b>Comprehending historical recounts</b> Exam/Test Students read historical recounts, answer comprehension questions &amp; identify language features used to engage the audience.</p> <p><b>Spoken presentation</b> Imaginative response – oral Students deliver a spoken recount in role as a character from a particular historical context.</p> <p><b>Written response</b> Informative response – written Students explain how the author of a quest novel represents the main character in an important event.</p>
	<p><b>Examining persuasion in advertisements and product packaging</b> Students learn about ideas and persuasive techniques in advertisements and product packaging and their impact on the target audience. They use metalanguage to describe the effects of persuasive techniques. Students create text and images to create effective packaging for a breakfast cereal. They write and present a persuasive speech to promote their cereal.</p>
	<p><b>Assessment:</b> Reading and viewing comprehension: Students identify and interpret the persuasive language features and visual elements of a product's packaging.</p>
<p><b>Mathematics</b></p>	<p><b>Students continue to develop understandings of:</b></p> <ul style="list-style-type: none"> <li>• Number &amp; place value — interpret number representations, sequence number values, apply number concepts &amp; place value understanding to the calculation of addition, subtraction, multiplication &amp; division, develop fluency with multiplication fact families., apply mental &amp; written computation strategies, recall multiplication &amp; division facts &amp; apply place value to partition &amp; regroup numbers to assist calculations.</li> <li>• Fractions &amp; decimals — partition to create fraction families, identify, model &amp; represent equivalent fractions,</li> </ul>

	<p>count by fractions, solve simple calculations involving fractions with like denominators, model &amp; represent tenths &amp; hundredths, make links between fractions &amp; decimals, count by decimals, compare &amp; sequence decimals.</p> <ul style="list-style-type: none"> <li>• Money &amp; financial mathematics — represent, calculate &amp; round amounts of money required for purchases &amp; change.</li> <li>• Patterns &amp; algebra — use equivalent addition &amp; subtraction number sentences to find unknown quantities.</li> <li>• Using units of measurement — use scaled instruments to measure &amp; compare length, mass, capacity &amp; temperature, measure areas using informal units &amp; investigate standard units of measurement.</li> <li>• Shape — compare the areas of regular &amp; irregular shapes using informal units of area measurement.</li> <li>• Location &amp; transformation — investigate different types of symmetry, analyse &amp; create symmetrical designs.</li> </ul>
	<p><b>Assessment:</b>  Recognising &amp; locating fractions  Short answer questions  Students locate familiar fractions on a number line &amp; recognise common equivalent fractions in familiar contexts.</p> <p>Comparing areas &amp; using measurement  Short answer questions  Students compare areas of regular &amp; compare areas of regular &amp; irregular shapes using informal units. Students use scaled instruments to measure temperature, mass, capacity &amp; length. Students recall multiplication &amp; division facts.</p>
	<p><b>Students continue to develop understandings of:</b></p> <ul style="list-style-type: none"> <li>• Number and place value — recall and calculate addition, subtraction, multiplication and division number facts, solve problems involving the four operations using two and three digit numbers, use estimation and rounding.</li> <li>• Fractions and decimals — understand equivalent fractions, locate fractions on a number line, read and write decimals, identify fractions and corresponding decimals, compare and order decimals (to hundredths).</li> <li>• Money and financial mathematics — calculate change to the nearest five cents, solve problems involving purchases.</li> <li>• Patterns and algebra —use equivalent multiplication and division number sentences to find unknown quantities.</li> <li>• Using units of measurement — use am &amp; pm notation, solve simple time problems.</li> <li>• Shape — measure area of shapes, compare the areas of regular and irregular shapes by informal means.</li> <li>• Data representation and interpretation — write questions to collect data, collect and record data, display and interpret data.</li> </ul>
	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Solving purchasing problems: Students solve simple purchasing problems including the calculation of change.</li> <li>• Analysing data: Students define the different methods of data collection and representation and evaluate their effectiveness. They construct data displays from given or collected data.</li> <li>• Connecting decimals and fractions: Students demonstrate and explain the connections between fractions and decimals to hundredths.</li> </ul>
<p><b>Science</b></p>	<p><b>Material use.</b></p> <ul style="list-style-type: none"> <li>• They investigate physical properties of materials &amp; consider how these properties influence the selection of materials for particular purposes.</li> <li>• They consider how science involves making predictions &amp; how science knowledge helps people to understand the effect of their actions.</li> <li>• They make predictions &amp; use appropriate materials &amp; equipment safely to make &amp; record observations when conducting investigations.</li> <li>• They represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, &amp; reflect upon the fairness of their investigations.</li> <li>• They complete simple reports to communicate their findings.</li> </ul> <p><b>Assessment:</b>  Investigating properties affecting the use of ochre  Supervised assessment</p>

	<p>Students investigate the observable properties of ochre mixtures &amp; explain how they can be used in real-life situations.</p> <p><b>Fast forces</b> Students use games to investigate forces. They make predictions about games and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated.</p> <p><b>Assessment:</b> Students conduct an investigation into how contact and non-contact forces are exerted on an object. They design their own forces game, make a prediction, collect data and identify patterns.</p>
<b>HASS</b>	<p><b>Sustainable use of places</b> Inquiry questions: How can people use environments more sustainably? Students:</p> <ul style="list-style-type: none"> <li>• explore the concept of 'place' with a focus on Africa &amp; South America</li> <li>• describe the relative location of places at a national scale</li> <li>• identify how places are characterised by their environments</li> <li>• describe the characteristics of places, including the types of natural vegetation &amp; native animals</li> <li>• examine the interconnections between people &amp; environment &amp; the importance of environments to animals &amp; people</li> <li>• identify the purpose of structures in the local community, such as local government, &amp; the services these structures provide for people &amp; places</li> <li>• investigate how people use, &amp; are influenced by, environments &amp; how sustainability is perceived in different ways by different groups &amp; involves careful use of resources &amp; management of waste</li> <li>• recognise the knowledge &amp; practices of Aboriginal &amp; Torres Strait Islander peoples in regards to places &amp; environments</li> <li>• propose actions for caring for the environment &amp; meeting the needs of people.</li> </ul> <p><b>Assessment:</b> To investigate the interconnections &amp; diverse characteristics of the environment, interpret data to describe simple patterns &amp; identify different views to respond to a challenge. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• pose questions to guide an investigation</li> <li>• locate &amp; collect information &amp; data from different sources, including observations, to answer questions</li> <li>• sort, record &amp; represent data in different formats, including large-scale maps using basic cartographic conventions</li> <li>• describe &amp; compare the diverse characteristics of different places at local &amp; national scales</li> <li>• identify interconnections between components of the environment &amp; between people &amp; the environment</li> <li>• identify structures that support waste management in their local community</li> <li>• identify different views on how to respond to an issue or challenge</li> <li>• interpret data &amp; information to identify &amp; describe distributions &amp; simple patterns &amp; draw conclusions</li> <li>• reflect on their learning to propose action in response to an issue or challenge, &amp; identify the possible effects of their proposed action</li> <li>• present ideas, findings &amp; conclusions using discipline-specific terms in a range of communication forms.</li> </ul>
<b>The Arts</b>	<p><b>Dance messages</b> Students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus. Students:</p> <ul style="list-style-type: none"> <li>• improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices</li> <li>• practise technical skills safely in fundamental movements</li> <li>• perform dances using expressive skills to communicate a message or a moral</li> <li>• identify how the elements of dance and production elements express ideas about messages or morals in traditional dance including those of Aboriginal Peoples and Torres Strait Islander Peoples and Asian Peoples.</li> </ul> <p><b>Assessment:</b> Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• describe and discuss similarities and differences between dances they make, perform and view that</li> </ul>

	<p>represent traditional stories</p> <ul style="list-style-type: none"> <li>• discuss how they and others organise the elements of dance when conveying traditional stories in dance</li> <li>• structure movements into dance sequences and use the elements of dance and choreographic devices to express ideas from traditional stories</li> <li>• collaborate to make dances that incorporate traditional stories, and perform them with control, accuracy, projection and focus.</li> </ul>
	<p><b>Patterns in the playground</b> Students develop individual expression through pattern, texture and shape in their local environment.</p>
	<p><b>Assessment:</b> Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• describe and discuss similarities and differences between artworks they view, make and present</li> <li>• discuss how they and other artists use visual conventions in artworks</li> <li>• collaborate to plan and make artworks that are inspired by artworks they experience</li> <li>• use visual conventions, techniques and processes to communicate their ideas</li> </ul>
<p><b>Technology</b></p>	<p><b>What's your waste footprint?</b> Students explore and manipulate different types of data and transform data into information. They create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). They:</p> <ul style="list-style-type: none"> <li>• recognise different types of data and represent the same data in different ways</li> <li>• collect, access and present data as information using simple software (such as spreadsheets)</li> <li>• explore and describe how a range of common information systems present data as information to meet personal, school and community needs</li> <li>• develop skills in computational and systems thinking when solving problems and creating solutions</li> <li>• plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols</li> <li>• explain how existing information systems meet personal, school and community needs.</li> </ul>
	<p><b>Assessment:</b> Portfolio Assessment of student learning will be gathered from completing project work. Students will:</p> <ul style="list-style-type: none"> <li>• collect and manage data about lunch rubbish, use software to calculate their waste footprint and create an infographic that displays their data</li> <li>• explain how the same data sets can be represented in different ways</li> <li>• collect and manipulate different data when creating information and digital solutions</li> <li>• describe how existing information systems are used for identified needs</li> <li>• safely create and communicate information applying agreed ethical and social protocols.</li> </ul>
	<p><b>Pinball paradise</b> Engineering principles and systems Students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use. They explore the role of people in engineering technology occupations and how they address factors that meet client needs.</p>
<p><b>Health</b></p>	<p><b>Assessment:</b> Students design and make a pinball machine that is fun to play. They design a games environment for pinball machines.</p>
	<p><b>Making healthy choices</b> Students identify strategies to keep healthy &amp; improve fitness. They explore the Australian Guide to Healthy Eating &amp; the five food groups. Students understand the importance of a balanced diet &amp; how health messages influence food choices. They create meal plans that reflect health messages. Students:</p> <ul style="list-style-type: none"> <li>• review what is meant by being healthy</li> <li>• identify strategies that help keep people healthy &amp; well</li> <li>• identify the five food groups.</li> <li>• understand the health benefits of food</li> </ul>

	<ul style="list-style-type: none"> <li>• understand the benefits of healthy food choices</li> <li>• recognise strategies that assist in making healthy food choices</li> <li>• explore healthy breakfast choices</li> <li>• understand how health messages influence choices</li> <li>• promote healthy food/meal choices.</li> </ul>
	<p><b>Assessment:</b> Supervised assessment Students complete an assignment. They analyse breakfast food products to create a breakfast food plan that is suitable for students engaging in a physical activity. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>• recognise strategies for managing change</li> <li>• interpret health messages &amp; discuss the influences on healthy choices</li> <li>• use decision-making &amp; problem-solving skills to select &amp; demonstrate strategies that help them stay healthy &amp; active.</li> </ul>
	<p><b>Health channels</b> Students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios.</p>
	<p><b>Assessment:</b> Students identify health messages in product advertisements. They apply decision-making skills in relation to a health message for a product.</p>
<b>Music</b>	<p><b>Change is A-Comin'</b> In this unit, students compose, perform and respond to music exploring how musical elements of known songs can be reorganised to create new music.</p>
	<p><b>Assessment:</b> Composing – Students compose a 4 bar melody using the same musical elements of a known song. Performing – With a partner, students perform a known song on a tuned percussion instrument with a rhythmic accompaniment.</p>
<b>Physical Education</b>	<p><b>Ball Striking, Throwing and Catching</b> Students play modified games and activities related to cricket and touch football to develop various skills. In cricket these include: striking a moving ball with a bat, under and overarm throwing to a target and catching. In touch football these include passing and catching while running and evading defenders.</p>
	<p><b>Assessment:</b> Practical assessment challenge and observation during unit</p>
	<p><b>Swimming</b> Students participate in swimming lesson in Term 4.</p>
	<p><b>Assessment:</b> Students are assessed on swimming technique and water safety.</p>

#### Email contact information

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