|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Of Inquiry** | **LANGUAGE**  **Year 4, Term 1 Overview 2017**  **Term**  **Term 1**  **Term 2 Overview, 2014** | **MATHEMATICS** | **SCIENCE/SOCIAL STUDIES** | **UOI ICT INTENSIVE** |
| |  | | --- | | **Transdisciplinary Theme:**  Sharing the Planet  **Central Idea :**  Children worldwide encounter a range of challenges, risks and opportunities.  **Lines of Inquiry**:   • Challenges, risks and opportunities that children encounter (local and global)  • How children respond to challenges, risks and opportunities  • Ways in which individuals and organizations work to protect children from risk  **Key Concepts**: Form, Perspective, Reflection  **Related Concepts:**  equality, rights, resilience & health |   **Transdisciplinary Theme:**  WHO WE ARE  **Central Idea**  *Maintaining balance in our bodies can minimize illnesses and infections.*  **Key Concepts**: Causation, Connection, Responsibility  **Related concepts:**  Hygiene, Balance, Prevention | |  |  | | --- | --- | | |  | | --- | | **WRITING**   * Report Writing * Note taking * Narrative * Handwriting NSW System |    Asking questions of ourselves and  others helps to make our writing more  focused and purposeful.   The way we structure and organize our writing helps others to understand and appreciate it.   Rereading and editing our own writing  enables us to express what we want to  say more clearly. (Refer to: S&S 1, 2)  **READING**   Non-fiction  Use of comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas, and analyzing /evaluating texts  **Reading Strategies:**   SCORE *\**Know how to skim and scan texts to decide whether they will be  useful, before attempting to read in  detail  **Guided reading**   Level group readers   Home Readers   DEAR  **WORD STUDY/SPELLING**   Spelling journals   POI vocabulary  **SPEAKING AND LISTENING**   Live character oral presentations  **PRESENTING AND VIEWING**   * Visual texts have the power to influence thinking and behavior Refer to: S&S 1, 2 | | |  | | --- | | **NUMBER**   * Model numbers to 100,000 or more using place value (Read Write and Compare) using base 10 to organise place value table * Rounding off to 10s, 100s, 1000s * Commit to memory 2,3,4,5, 10 & 11X tables and the inverse operation * Standard, expanded and written forms of 5 &6 digit numbers   **PATTERN & FUNCTION**   * Describe extend and create number patterns resulting from all 4 operations * Use the commutative & associative properties of addition and subtraction & the relationships between operations to solve problem   **MEASUREMENT**   * Estimate, measure, compare and record Non-standard and standard units of measurement using scaled instruments for Lengths and Masses * Perimeter, Area   **SHAPE AND SPACE**   * Relationships among and between 2D and 3D shapes * Use directions to describe pathways, regions, * Review positions and boundaries of their immediate environment (bird’s eye view map of classroom, living spaces * Use geometric vocabulary and symbols to represent   **DATA HANDLING** (Refer to: S&S 1, 2)   * Select and trials methods for data collection, including survey questions and recording sheets. Identify and compare variation in results. * Using given or collected data, construct suitable data displays, with and without the use of digital technologies. * Create and interprets tables, column graphs, diagrams, circle graphs (pie charts) including those where one picture represents many data values. * Evaluate the effectiveness of different displays in illustrating specific data. | | |  | | --- | | **LIVING THINGS (Science)**   Observation of data in various  environments   Use scientific vocabulary to explain  observations and experiences   Identify and generate problems to be  explored   * Interpret and evaluate data   gathered in order to draw conclusions  **HUMAN AND NATURAL**  **ENVIRONMENTS (Social Studies)**   Orientation to place and time |   **PROBLEM SOLVING STRATEGIES**   * Review of known strategies   Use of strategies: ‘drawing it out’, ‘look for a pattern,’ ‘work backwards’, ‘write a number sentence’ | |  | | --- | | Students will **investigate, create, communicate and organize** information gathered into tables and graphs using Excel. | |