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| **Unit Of Inquiry**  | **LANGUAGE****Year 4, Term 1 Overview 2017****Term****Term 1** **Term 2 Overview, 2014** | **MATHEMATICS** | **SCIENCE/SOCIAL STUDIES**  | **UOI ICT INTENSIVE** |
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| **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  |

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|  **WRITING** * Report Writing
* Note taking
* Narrative
* Handwriting NSW System
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 Asking questions of ourselves andothers helps to make our writing morefocused and purposeful. The way we structure and organize our writing helps others to understand and appreciate it. Rereading and editing our own writingenables us to express what we want tosay 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
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|  **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.
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|  **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’ |

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|  Students will **investigate, create, communicate and organize** information gathered into tables and graphs using Excel.  |

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