

Year 4 – Term 1, Week 4 Learning Intentions

Dear Parents,

Please find below some of our weekly learning intentions for Year 4.

Religious Education

We have continued to explore the question, 'What do scripture stories tell us about Jesus' compassion and his readiness to heal and forgive people?' We used the Thinking Routine 'Headlines' to summarise and capture the heart of some of the healing scriptural stories we have been analysing.

These particular gospel stories tell of Jesus' special love and healing for those who were ill or

discontented with their lifestyle. They also highlight that Jesus was concerned for the inner peace of these people and that He contested that sickness was a punishment from God for sin. The students considered and drew meaning from these stories in their lives today.



English

During writing this week, students composed an imaginative text after viewing the visual stimulus 'Wide Eyed'. The success criteria of the writing lesson required a sizzling start, use of adjectives, adverbs and accurate punctuation to improve the quality of writing. During spelling, we identified homophones within our writing samples from the visual stimulus. In pairs, we investigated some common confusing homophones like feat - feet and flour - flower. We examined and recorded the meaning,

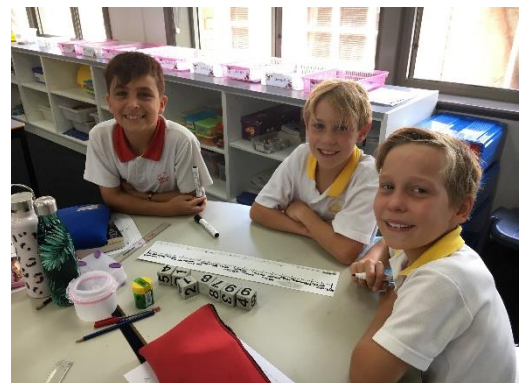
word origin, illustration or mnemonic and composed sentences containing the homophones. Students edited their writing using the Proof-reading and Editing Guide with a focus on accurate grammar, spelling and punctuation. While in reading groups, students continued to focus on making inferences from studying texts based on visual or written text clues and personal experience and knowledge.



PLEASE NOTE! Year 4 Library borrowing day is Wednesday.

Mathematics

We have continued to build on conceptual understanding in the area of Place Value through explicit modelled teaching. Children created four-, five- and six digit numbers to round to the nearest 10, 100, 1 000, 10 000 and 100 000. Students have been provided with the opportunity to explore multi-layered mathematical tasks, responding to questions and conversations. Engaging tasks capture the student's individual and collective thinking and build an understanding of tools, strategies and concepts.

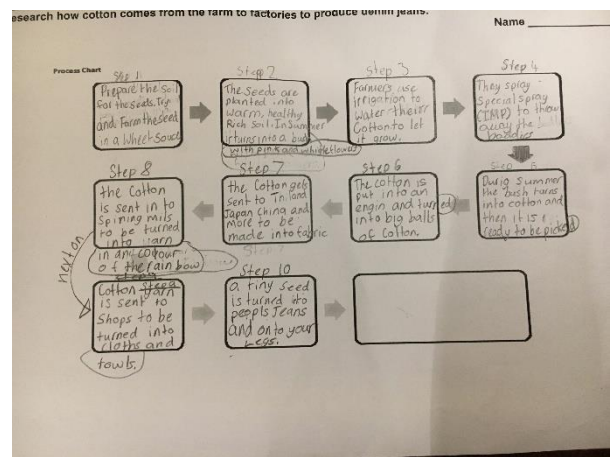
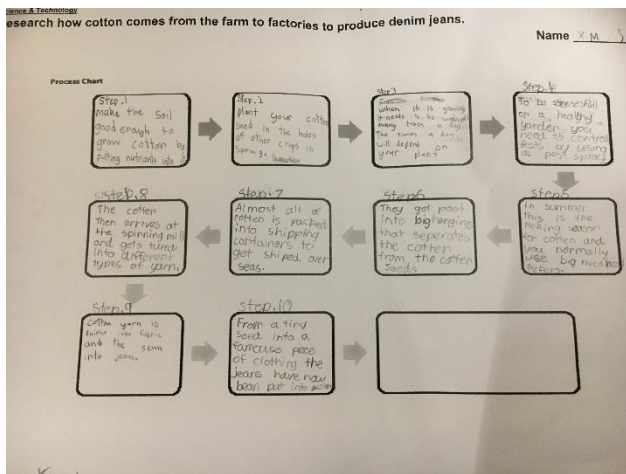




Students listen, discuss and reflect on their peers' solutions as well as their own. Mathematical reasoning has been a focal point of all lessons with the expectation that students can respond to questions by making their thinking visible with the use of empty number lines from 10 000 – 999 000.

Science & Technology

This term our Inquiry question is “How do we create food and fibre products from plants and animals?” As an introduction to the unit, students were asked to show their prior knowledge using 3-2-1 Bridge Thinking Routine. They recorded their understanding of the topic in three ways: three thoughts, two questions, one analogy. This week we investigated how cotton is produced, harvested and turned into denim. Students worked collaboratively in pairs to record their understanding of the process in a flow chart summarising the ten step procedure.



This year in Year 4 students will require:

- clean sock to wipe down whiteboards
- small hole punch

Kathy Gray & Terese Cunningham
Year 4 Classroom Teachers