



Kurrajong North Public School – Class Learning Overview
Term 1, 2024 – Class 4/5/6



Week	2	3	4	5	6	7	8	9	10	11
Reading	<p style="text-align: center;"><i>“Nanberry” by Jackie French and “Our Country: Where History Happened” by Mark Greenwood</i></p> <p>Specific vocabulary is selected from these texts for study. Key passages are selected for repeat reading to practice fluency. Students will engage in deep discussions around these texts and will start to develop critical thinking skills in regard to what has been read/said during teacher reading and small group activities. They will need to think critically to discuss what has been read/said by: agreeing/disagreeing, piggybacking and adding on their thoughts or opinions, inquiring and asking questions, clarifying their understanding and summarising the discussion.</p>									
Writing	<p style="text-align: center;"><i>Persuasive Speech Writing</i></p> <p>Students will write a persuasive speech. Students will write their own speech based on a topic of interest to them, where they will write in both a narrative and a persuasive style. They will include factual information in their text, while adding their personal opinion, to indicate a bias towards their chosen topic. Their writing toolkit will contain:</p> <ul style="list-style-type: none"> - Use of formal and emotive language - Adding fronted adverbials to extend and build on arguments - Including a narrative style opening and ending to hook their reader from start to finish - Use of relative clauses to present their opinion as a fact - Countering potential barriers to their argument by using persuasive language 									
Grammar	Types of language	Relative clauses		Fronted adverbials		Opinions		Narrative opening/ending		
Syntax	Identifying language that varies between correct/formal English and emotive pleas	Using two like ideas in the one sentence separated by a comma e.g. Our sea is rich in all kinds of aquatic life, which is renowned around the world.		Including the following examples of terms to open their paragraphs with e.g. Therefore, In contrast, In addition, However		Using specific terms to show that whatever is currently occurring isn’t sustainable e.g. We know, of course, that Australia can survive brief periods of deep fire.		Include phrases that deliberately relate to a place, weather and time e.g. The air is thick. Heavy. It clings to my skin like a warning.		
Spelling		prefix anti-	prefix de-	prefix im-	prefix in-	suffix -able	suffix -ible	suffix -el/le	suffix -ion	
Handwriting	<p>Students participate in explicit handwriting lesson each Friday. Students are also given passages to enter in their handwriting books using a legible font. They must shape their letters correctly, extend and drop their letters appropriately and write using a correct slope. The chosen passages for handwriting repetition extend the students’ learning content and knowledge from their reading and writing units. They are also able to choose passages from a text they are reading and practice developing their font this way too.</p>									
Stage 2 Mathematics		Representing numbers up to six digits	Use known facts to solve + & - problems; Use kilograms	Partition & sequence numbers; Measure in metres and centimetres	Multiply with twos; Identify and compare angles	Efficiently read & write numbers; Compare polygons by their sides	Multiply with tens and fives; Compare polygons by their angles	Recognise number patterns; Understand t. relationship between cents and dollars	Order numbers on number lines; Interpret & create graphs	Order numbers; model unit fractions; Use the principle of equality

Stage 3 Mathematics		Read (say) and write numbers up to billions	Expanded notation; Measure and convert kg & tonnes	Order and round up to billions; classify triangles	Products & factors of numbers; classify quadrilaterals	Solving word problems; Using m & km	Use levelling for +; Calculate perimeter	Use bridging for +; Calculate perimeter & area	Solve division problems involving remainders	Inverse operations; Column graphs; fractions
Stage 2 Mathematical Fluency	<p><u>Times tables facts challenge:</u> students are currently working on their 2x tables. They will complete five 3-minute sessions spanning five days, with the fifth session doubling as their assessment. The students will either repeat the number fact they are on or move on to the next number fact they need to practice. Each student starts on 2x and as they progress will work on a number fact specific to them. Students will progress to their next number fact if they achieve more than 136/151 five times in a row – or if their teacher determines they have mastered automaticity of the number fact that suits their learning level.</p>									
History	<p><i>People have developed Australia as a nation</i></p> <p>Students will examine significant events and people that led to Australia becoming a federated nation on 1 January 1901. They will identify the purpose of Australia's constitution, describe how and why symbols and emblems connected to Australia's identity have changed over time since federation and they will research individuals who made a significant contribution to the Commonwealth of Australia since federation.</p>					<p><i>History is not taught in the second half of the term. I have decided to teach 2 science lessons each week to delve deeper into the topic and further develop students' knowledge of the science topic.</i></p>				
Science	<p><i>Science is not taught in the first half of the term. I have decided to teach 2 history lessons each week to delve deeper into the topic and further develop students' knowledge of the history topic.</i></p>					<p><i>States of Matter</i></p> <p>Students will consider properties and how they are used to classify matter. They will consider specific properties and behaviour of the three states of matter – solids, liquids and gases. Students will also investigate the effects of heating and cooling matter, using their observations of gases to make inferences for liquids and solids.</p>				
Digital Technologies	Students will learn how to use Microsoft and Google processing software through both the desktop and online forms.									
PD/H – Rock and Water and Road Safety		Resilience in my learning	Resilience in the classroom	Being aware of my surroundings	Being aware of how my actions can inadvertently impact others	Statistics surrounding roads	How to safely use public transport	Rights and responsibilities when using public transport	Identifying safety issues when using transport	
Creative Arts	Students will participate in artworks that portray their interests, as well as participating in classroom art focused on themes based on the 2025 annual Hawkesbury Show. In drama, students will be learning to use dramatic elements including voice, movement and facial expressions to express individual ideas when performing drama based on Fairy Tales. They will rehearse and refine a drama performance for an audience and reflect on the performances of others. In Week 11 students will begin a whole school dance program with Ezra.									