

## Overview of Learning for Year 4

Term 2, Weeks 1-5

	Reading	Writing	Spelling	Maths
<b>Week 1</b> 24-28 April	<b>Persuasive Texts</b> To identify persuasive language in texts, for example, 'I am certain that...', 'You must agree' and 'Should we allow...'	<b>Persuasive Writing</b> To understand the structure of a persuasive text and how to use persuasive language effectively E.g. including 3 strong arguments and language of certainty	<b>Spelling Sound:</b> wr as in wrist, wrong and writing	<b>Multiplication</b> To develop mental and written strategies for multiplication and to recall multiplication facts. E.g. 25 x 7
<b>Week 2</b> 1-5 May	<b>Theme and Big Idea</b> A theme is a big idea or concept explored in a book. E.g. give an example of a theme	<b>Persuasive Writing</b> To include arguments and point of view in my persuasive writing to capture the reader's attention. E.g. Using facts and statistics to support arguments	<b>Spelling Sound:</b> que / k as in antique, technique / kitten and awaken	<b>Division</b> To develop mental and written strategies for division where there is no remainder E.g. using short division to solve simple equation problems. e.g. 6 $\overline{)96}$
<b>Week 3</b> 8-12 May	<b>Key Message and Moral</b> To identify the key message or moral of a text. E.g. explain the moral of the story	<b>Information report</b> To identify the features of an information report such as informative language. To plan an information report using the correct structure. E.g. including headings, subheadings and factual information in paragraphs	<b>Spelling Sound:</b> ou as in famous, dangerous and jealous	<b>Fractions</b> To investigate equivalent fractions. E.g. $\frac{1}{2}$ is the same as $\frac{2}{4}$ .
<b>Week 4</b> 15-19 May	<b>Noticing how non-fiction authors choose to organise information</b> E.g. using glossaries to assist in understanding the vocabulary in a given non-fiction text.	<b>Information report</b> To research information about an animal and use this correctly within their writing. E.g. researching on the national geographic website for kids to plan their text, incorporating new vocabulary learnt.	<b>Spelling Sound:</b> ch as in chef, machine and crochet	<b>Fractions</b> To order and compare fractions and order them on a number line. E.g. using the terms "more than" or "less than" to compare common fractions. E.g. $\frac{1}{2}$ is less than $\frac{3}{4}$
<b>Week 5</b> 22-26 May	<b>Thinking Beyond the Text</b> To make connections when reading a fiction and non-fiction text. E.g. making connections between the text and events in their life	<b>Information report</b> To edit and publish information texts, incorporating pictures and captions to support their writing. E.g. does the image help the reader to understand what has been written?	<b>Revision:</b> 'BOB' words. An individualised list of words for each student based on their own words	<b>Data and Graphing</b> To make graphs from collected or given data and evaluate which graphs are most suitable to use in specific contexts. E.g. Creating a column graph and picture graph