

# ANZAC PARK PUBLIC SCHOOL

## Key Skills

## YEAR 4

### ENGLISH

#### Speaking & Listening

- retell or perform part of a story from a character's point of view

#### Reading & Viewing

- read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing
- use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

#### Writing & Representing

- use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts
- discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features

### MATHEMATICS

#### Number & Algebra

- apply an understanding of place value to read and write numbers of up to five digits
- apply known single-digit addition and subtraction facts to mental strategies for addition and subtraction of two-, three- and four-digit numbers, including the jump, split and compensation strategy

#### Measurement & Geometry

- read and interpret simple timetables, timelines and calendars

#### Statistics & Probability

- collect data, organise it into categories, and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies

### HISTORY

#### Change & Continuity

- exploring the diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives

# ENGLISH

## Key Skills

### READING & VIEWING

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

#### DEFINITION

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words. Readers who have strong comprehension are able to draw conclusions about what they read – what is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.

#### HOW WE TEACH THIS AT SCHOOL

Comprehension is embedded into daily literacy lessons where students are exposed to a range of texts (multimodal, print-based, images, animations, graphic representations, video, audio, diagrams/charts, newspapers/magazines, fiction, non-fiction). Teachers identify and discuss vocabulary from rich texts with students and provide time for students to talk to each other about the texts they read and have listened to. Students are explicitly taught the Super 6 Comprehension strategies: Making Connections, Predicting, Questioning, Monitoring, Visualising, Summarising

#### HOW YOU CAN HELP AT HOME

The more time your child spends reading (with you or by themselves), the more practice they are getting at building their comprehension skills.

##### Tips:

- Discuss what your child has read. Ask your child probing questions about the book and connect the events to his or her own life. For example, say "I wonder why that girl did that?" or "How do you think he felt? Why?" and "So, what lesson can we learn here?"
- Help your child make connections between what he or she reads and similar experiences he or she has felt, saw in a movie, or read in another book.
- Help your child monitor his or her understanding. Teach her to continually ask herself whether she understands what she's reading.
- Discuss the meaning of words as you go through the text. Target a few words and discuss what those words mean and how they can be used.

#### RESOURCES

**Clue Detective** - [https://www.learningpotential.edu.au/practise-together/A013\\_3](https://www.learningpotential.edu.au/practise-together/A013_3)

**Read Between the Lines** - <https://www.learningpotential.edu.au/practise-online/L8203>

**Sell, Sell, Sell!** - [https://www.learningpotential.edu.au/practise-together/A012\\_3](https://www.learningpotential.edu.au/practise-together/A012_3)

**English Glossary** - <https://education.nsw.gov.au/public-schools/practical-help-for-parents-and-carers/learning-resources/english/english-a-to-z>

# ENGLISH

## Key Skills

### WRITING & REPRESENTING

Use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts

#### DEFINITION

Spelling is the process or activity of writing or naming the letters of a word. For students to develop spelling skills and implement strategies, students need to be taught appropriate strategies to accurately spell familiar and unfamiliar words when composing texts. Students need to understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words.

#### HOW WE TEACH THIS AT SCHOOL

Students need to be taught spelling in an explicit, systematic, functional and contextual way. Students are explicitly taught the four forms of spelling knowledge including:

**Phonological knowledge** - an understanding of phonemic awareness (being able to hear the sounds in words and manipulate them) and alphabetic awareness (knowledge of letter sound correspondence).

**Visual knowledge** - understanding the way words and letter combinations look.

**Morphemic knowledge** - understanding the meaning of words and how spellings differ when they change form.

**Etymological knowledge** - understanding the origin of words.

#### HOW YOU CAN HELP AT HOME

Encourage your child to first try spelling unknown words themselves, and then praise the parts of the word that are correct and suggest what else is needed. Here are some ideas for practising spelling at home:

**Crazy Sentences** - Nominate a sound to be the focus of the crazy sentence, for example, **'b, bb'**. Your child is to write out a silly sentence where most words begin with the nominated sound (alliteration), for example, **B**eautiful **b**abies **b**elong in **b**askets. Alternatively, you may write a sentence with the initial sound missing from each letter. For example, **\_**everal **\_**illy **\_**ea **\_**nakes **\_**nacked on **\_**limy **\_**nail **\_**andwiches.

**Silly Spelling** - Have your child revise graphemes by spelling names with alternative grapheme. Eg. Cooper can be alternatively spelled **'/k/ew/pp/a.'** Have your child justify their choice of graphemes, for example, **'I used k as in kitten, ew as in grew, pp as in nappy and a as in above'**.

**Hangman** - Select a word, book title or sentence that contains the focus sound for your child (eg **oo, ew, ue, u\_e, u**). Draw dashes for the word, for example, **\_ \_ \_ \_ \_**. (You drew two boots.) Your child is to choose letters and you are to write them on the dashes accordingly. If the letter is not part of the puzzle, write that letter on the board and draw a part of the hangman picture. Your child is to identify all the required letters before the picture is completed.

#### RESOURCES

**Spelling City** - <https://www.spellingcity.com/>

**Spellits** - [http://www.bbc.co.uk/schools/spellits/activities\\_y6/activity1.shtml](http://www.bbc.co.uk/schools/spellits/activities_y6/activity1.shtml)

**Spelling Training** - <https://www.spellingtraining.com/>

**Spelling Shed** - <https://www.spellingshed.com/>

# MATHEMATICS

## Key Skills

### NUMBER & ALGEBRA

Use the jump strategy to add and subtract numbers

#### DEFINITION

The jump strategy is a mental strategy of jumping numbers to add or subtract. Using a number line, children jump forwards to add and backwards to subtract. Children count in jumps, by 10s, 5s, 2s or 1s along the line to get to the answer. A number line is a line of any length that can be used to show the position of numbers in relation to each other. The line can start and end on any number. Number lines use measurements to locate the place of numbers.

#### HOW WE TEACH THIS AT SCHOOL

The jump strategy is one way to answer an addition or subtraction question. The jump strategy works best when trading is needed. The aim of the jump strategy is to show children how to mentally add or subtract to find the answer. We begin learning the jump strategy using drawings (jumps) on a number line. In later years, children are encouraged to continue to use this strategy to find answers mentally (in their head).

There are 3 strategies that are taught to answer addition and subtraction questions. The jump strategy, split strategy and compensation strategy. Children can choose which strategy they prefer or which strategy is best for the question based on the numbers in the question. Split - when no trading is needed. Jump - when trading is needed. Compensation - when 1 of the numbers is close to 10s or 100s.

#### HOW YOU CAN HELP AT HOME

Use a number line to practise the jump strategy. Plot the first number on the number line, and add or subtract the second number by jumping along the number line. Try jumping by 2s, then 5s, then 10s. Look to jump from the biggest number in the question. Remember to jump forwards to add and backwards to subtract. It is easier to jump starting with the larger number on the number line. With the jump strategy we;

- 1 Start by writing on an empty number line (for empty number lines example, see resources below)
- 2 Write the larger number on the left for addition and on the right for subtraction.
- 3 Split the second number into 10s and 1s
- 4 Jump by 10s until you have used all the 10s in the second number
- 5 Jump by 5s, 2s or 1s, until you have used all the 1s in the second number
- 6 The number you finish at is your answer! You can also jump using a 100s chart. Jump forwards for adding and backwards for subtracting in groups of 10s, 5s, 2s or 1s until you have your answer.

#### RESOURCES

**Jump strategy diagrams and more information -**

<https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4018.pdf>

**Jump strategy in action (video)** - <https://www.youtube.com/watch?v=jsQc44CKe4k>

**Using the jump strategy to subtract numbers (video)** - <https://www.youtube.com/watch?v=ICGGmqpWiWY>

**Jump strategy examples (video)** - <https://www.youtube.com/watch?v=ye01lhVdhFg>

**Using the jump strategy to add and subtract numbers (video)** - <https://www.youtube.com/watch?v=cnKKG8DolxQ>

**Empty number lines -**

<https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4008.pdf>



# MATHEMATICS

## Key Skills

### NUMBER & ALGEBRA

Use the split strategy to add and subtract numbers

#### DEFINITION

The split strategy is a mental strategy where numbers are 'split' into their place value to make it easier to add or subtract them. Children 'split' (expand) numbers to work with them e.g.  $42 + 33 = 40 + 2 + 30 + 3$

$$\begin{aligned} &= 40 + 30 + 2 + 3 \\ &= 70 + 5 \\ &= 75 \end{aligned}$$

#### HOW WE TEACH THIS AT SCHOOL

The split strategy is 1 way to answer an addition or subtraction question. The split strategy works best used when there is no trading needed. There are 3 strategies that are taught to children to answer addition and subtraction questions. The jump strategy, split strategy and compensation strategy. Children can choose which strategy they prefer or which strategy is best for the question based on the numbers in the question. Split - when no trading is needed. Jump - when trading is needed. Compensation - when 1 of the numbers is close to 10s or 100s

#### HOW YOU CAN HELP AT HOME

To solve addition or subtraction problems with the split strategy we

- 1 Split the numbers into their place value being 100s, 10s and 1s
- 2 Group the 100s together, 10s together and 1s together
- 3 Add/subtract the 100s, add/subtract the 10s and add/subtract the 1s
- 4 Add the 100s, 10s and 1s together.

Sometimes it is helpful to draw circles (1 for each place value) and link it to the number to help children split the numbers (see Video: Using the split strategy to add numbers below).

Here are some examples for you (see Video: Split strategy to add).

$$\begin{aligned} 21 + 48 &= (20 + 1) + (40 + 8) \text{ (split)} \\ &= 20 + 40 + 1 + 8 \text{ (group then add)} \\ &= 60 + 9 \text{ (add)} \\ &= 69 \end{aligned}$$

$$\begin{aligned} 86 - 45 &= (80 + 6) - (40 + 5) \text{ (split)} \\ &= (80 - 40) + (6 - 5) \text{ (group then subtract)} \\ &= 40 + 1 \text{ (add)} \\ &= 41 \end{aligned}$$

#### RESOURCES

**Split strategy explained (diagrams) -**

<https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4033.pdf>

**Using the split strategy to add numbers (video) -** <https://www.youtube.com/watch?v=LsSq5qM97ys>

**Split strategy to add (video) -** <https://www.youtube.com/watch?v=J9bhsHzpgi8>

**Using the split strategy to subtract numbers (video) -** <https://www.youtube.com/watch?v=ygOh9qj4eJQ>

**The Amoeba Addition game -** <http://www.bbc.co.uk/skillswise/game/ma08addi-game-addition-by-splitting>



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# MATHEMATICS

## Key Skills

### NUMBER & ALGEBRA

Use the compensation strategy to add and subtract



#### DEFINITION

The compensation strategy is a mental strategy of rounding numbers up or down to add or subtract.



#### HOW WE TEACH THIS AT SCHOOL

The compensation strategy is 1 way to answer an addition or subtraction question. It works best used when 1 of the numbers close to 10s or 100s. Children need to be able to round numbers to be able to use this strategy.

There are 3 strategies that are taught to children to answer addition and subtraction questions. The jump strategy, split strategy and compensation strategy. Children can choose which strategy they prefer or which strategy is best for the question based on the numbers in the question.

**Split** - when no trading is needed

**Jump** - when trading is needed

**Compensation** - when 1 of the numbers is close to 10s or 100s



#### HOW YOU CAN HELP AT HOME

There are 2 ways to use the compensation strategy. Children can choose which one they want to use.

##### Option 1

1 Round 1 of the numbers.

2 Solve the question.

3 Add or take away the amount you used to round the number from the answer

##### Option 2

1 Round 1 of the numbers

2 Add or take away the amount you used to round the number from the other number in the question

3 Solve the question.

Here are some examples for you (see Resources: Compensation strategy explained below).

##### Option 1 - Addition

$$\begin{aligned} 29 + 44 &= 44 + 30 (+1) \\ &= 74 \\ &= 74 (-1) \\ &= 73 \end{aligned}$$

##### Option 1 - Subtraction

$$\begin{aligned} 82 - 34 &= 82 - 30 (-4) \\ &= 52 \\ &= 52 (-4) \\ &= 48 \end{aligned}$$

##### Option 2 - Addition

$$\begin{aligned} 29 + 44 &= 43 + 30 (1 \text{ from } 44 \text{ is given to } 29) \\ &= 43 + 30 \\ &= 73 \end{aligned}$$

##### Option 2 - Subtraction

$$\begin{aligned} 82 - 34 &= 78 - 30 (4 \text{ from } 34 \text{ is taken away from } 82) \\ &= 78 - 30 \\ &= 48 \end{aligned}$$

Use a number line to help your child jump to your answer and then jump forwards or backwards after they have compensated (see Video: Compensation strategy with number line below).



#### RESOURCES

**Compensation strategy explained** -

<https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4004.pdf>

**Compensation strategy with two options (video)** - <https://www.youtube.com/watch?v=jYYf53Su-so>

**Adding with option 1 (video)** - <https://www.youtube.com/watch?v=KUPGDrEBvpw>

**Adding with option 2 (video)** - [https://www.youtube.com/watch?v=szog2j\\_qT94](https://www.youtube.com/watch?v=szog2j_qT94)

**Subtracting with option 1 (video)** - <https://www.youtube.com/watch?v=ea5q76uxEhk>

**Compensation strategy with number line (video)** - <https://www.youtube.com/watch?v=Wg0on62FOUA>



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# HISTORY

## Key Skills

### CHANGE & CONTINUITY

**The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives**

#### DEFINITION

Continuity refers to like patterns throughout the course of history, or the way that two events or themes are similar. Change refers to the way things develop over the course of history in a new or unique way. Change and continuity occur simultaneously, linking forward and backward in time.

This unit introduces world history and the movements of peoples. Beginning with the history of Aboriginal and Torres Strait Peoples, students examine European exploration and colonisation in Australia and the world to the early 1800s.

#### HOW WE TEACH THIS AT SCHOOL

A central feature of our historical inquiry programs is the use and evaluation of primary and secondary sources as a foundation for developing content knowledge, skills, literacies, values and attitudes that are critical to academic learning and to social and civic life. Students are immersed in experiences that are active, imaginative, critical and reflective. Students learn about the lives of different families and their convict servants and the impact of colonisation on the traditional owners of the local area.

#### HOW YOU CAN HELP AT HOME

- With your child, examine a map of Australia showing the Aboriginal clans throughout Australia. Discuss with your child, if compared to an empty map of Australia, what impression of Australia does this provide?
- Visit a museum with your child and examine sources such as paintings of conditions in Britain in the C18th and C19th and discuss why convicts were sent to Australia.
- With your child, explain how and why people in the past may have lived and behaved differently from today.
- Have your child read an appropriate historical novel at home; listen to colonial ballads. Discuss with your child what they might tell us of early colonial life.

#### RESOURCES

**First Contacts GetSmarts** - <https://getsmarts.weebly.com/first-contacts.html>

**State Library (Learning at the Library)** - <https://www.sl.nsw.gov.au/learning>