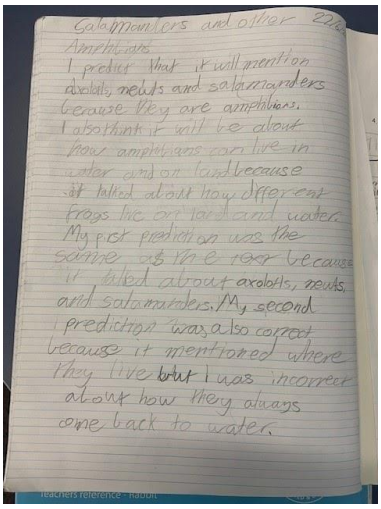
Learning Snapshots @ KPS

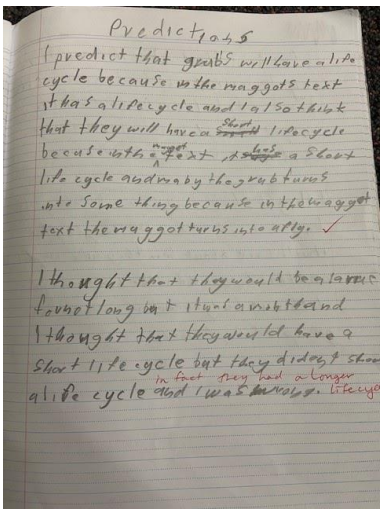
Year 4 Learning Snapshot

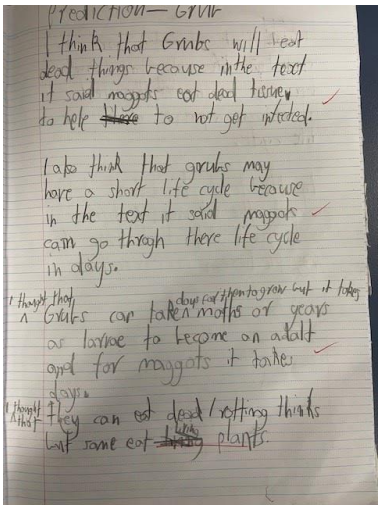
Reading

In reading, year 4s have been working on the comprehension strategy prediction. They focussed on making predictions about non-fiction texts by skimming and scanning. They used fast reading skills to skim read the headings, subheadings and captions. They used fast looking skills to scan images, tables, maps and bold or italicised words. They then made predictions based on this and their prior knowledge. After they read the text and reflected on the accuracy of their predictions.

This week we have continued to look at predicting non-fiction texts using two different strategies; compare and contrast and cause and effect. Students read about one animal, E.g maggots and used this information to predict about another similar animal, grubs. While examining cause and effect for prediction students considered non-fiction information about the joys of skateboarding or jet boat riding and had to predict what the effect might be. What might be some problems or consequences of these activities.


Salamanders and other 2[illegible] Amphibians
I predict that it will mention axolotls, newts and salamanders because they are amphibians. I also think it will be about how amphibians can live in water and on land because it talked about how different frogs live on land and water. My first prediction was the same as the text because it talked about axolotls, newts and salamanders. My second prediction was also correct because it mentioned where they live but I was incorrect about how they always come back to water.

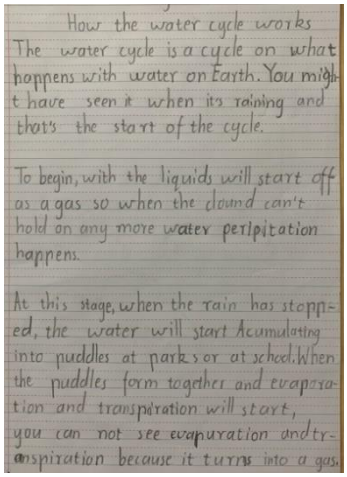

Predictions
I predict that grubs will have a life cycle because in the maggots text it has a life cycle and I also think that they will have a short life cycle because in the maggot text, a short life cycle was made by the grub turns into some thing because in the maggot text the maggot turns into a fly. ✓
I thought that they would be larvae for a long time and I was right and I thought that they would have a short life cycle but they didn't short a life cycle and I was wrong. (in fact they had a longer life cycle)


Prediction— Grubs
I think that Grubs will eat dead things because in the text it said maggots eat dead turkey to help [illegible] to not get infected. ✓
I also think that grubs may have a short life cycle because in the text it said maggots can go through there life cycle in days.
I thought that Grubs can take months or years as larvae to become an adult and for maggots it takes days. (I thought that they can eat dead/rotting things but some eat plants.)

Writing

In Writing, students revised and edited their water cycle explanation texts using a checklist to ensure they included the structure and language features needed. Once they finished this, students then published their pieces.

Students then brought in their story salad writing pieces from home learning. They also finished revising and editing these pieces. Students focused on including paragraphs to show the structure of a narrative and using connective to sequence their text. They then published these pieces to add to the classroom library for others to read.

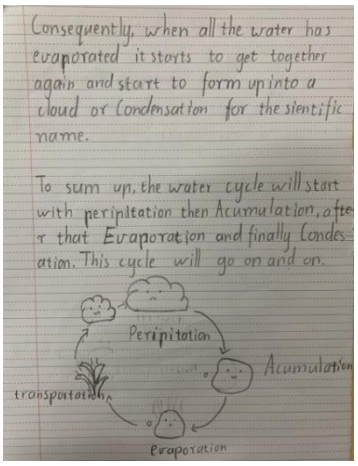


How the water cycle works

The water cycle is a cycle on what happens with water on Earth. You might have seen it when its raining and that's the start of the cycle.

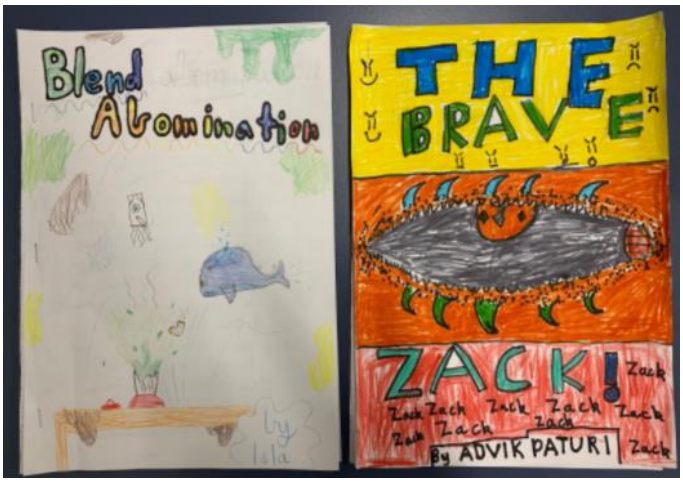
To begin, with the liquids will start off as a gas so when the clound can't hold on any more water perlpitation happens.

At this stage, when the rain has stopped, the water will start Acumulating into puddles at parks or at school. When the puddles form together and evaporation and transpiration will start, you can not see evapuration and transpiration because it turns into a gas.



Consequently, when all the water has evaporated it starts to get together again and start to form up into a cloud or Condensation for the sientific name.

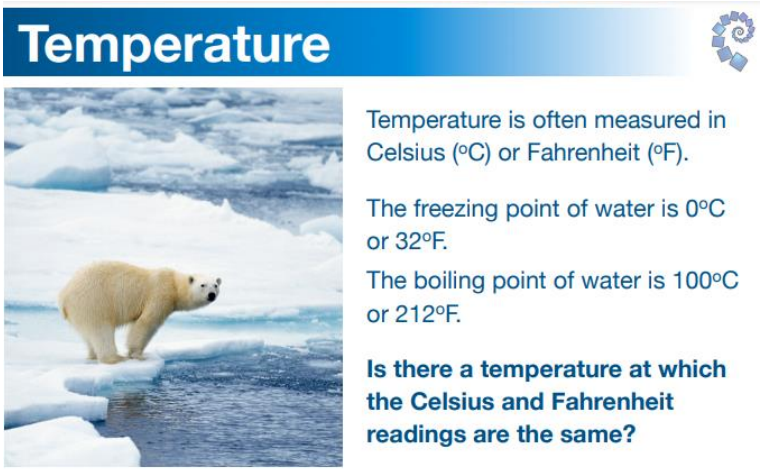
To sum up, the water cycle will start with peripitation then Acumulation, after that Evaporation and finally Condesation. This cycle will go on and on.

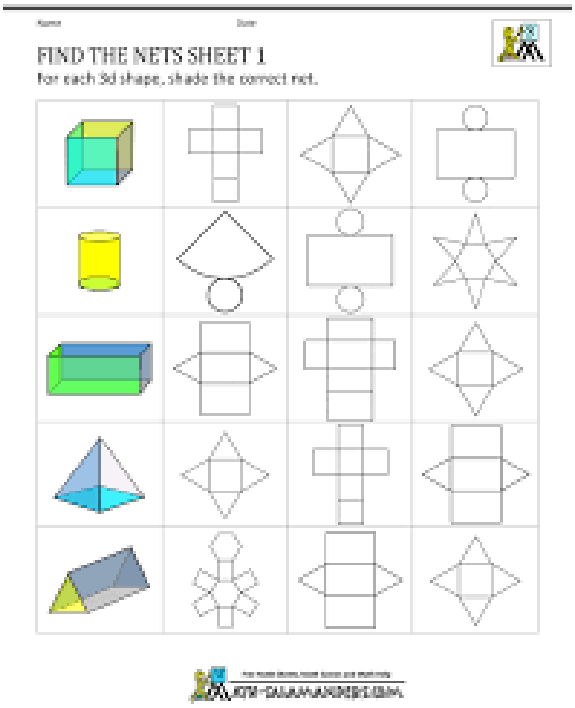


Numeracy

In Numeracy, students explored the area of regular and irregular shapes. They learnt to measure the area of regular and irregular shapes in cm2, as well as compare the area of regular and irregular shapes. Students discussed and described the properties of 2D and 3D shapes. They also created nets of 3D objects.

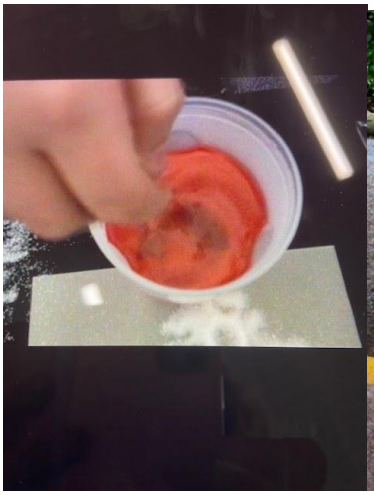
Students used scaled instruments, such as thermometers to read and record temperature. They represented the minimum and maximum temperatures over the course of multiple days.





Big Question

Students presented their States of Matter Science Experiment. This consisted of a procedural text that included the aim, hypothesis, materials needed, method and diagrams. Students explained how their experiment explored a state of matter (solid, liquid or gas). Students reflected on their experiment and answered questions from their peers.




Students also shared their first thinking about “What is worth saving?” They answered the following questions; What makes something a living thing? What makes something non-living? How do living things survive? How do non living things survive? How do living things adapt to change? How do non living things adapt to change? Next term’s Big Question topic will be an engaging unit that will challenge students as they think critically about the world around them.