YEAR 4

CURRICULUM SAMPLES
Welcome to the Riverside Curriculum samples for Year 4.

The Riverside Curriculum has been developed to meet the changing requirements of Distance Education here in Australia. It is a dynamic programme that meets the Australian Curriculum Authority’s guidelines for Education.

The Riverside Curriculum incorporates learning in areas including English, Maths, Science, Geography, History, Health and Physical Education and Art, as required, presented from a Christian worldview, as well as incorporating focused Christian living elements.

Each week will include booklets containing lesson instructions (Programme Book) and any printed requirements (Worksheet Book) as well as some help (Answer Booklet) for those more challenging questions. The books are colourful and fun, and the activities within them are sure to engage your students.

In addition to the booklets, resource starter packs that accompany the programme include all things needed to carry out the activities. From art to outside play, cooking, to working with play dough there is sure to be something exciting for every child!

Split into achievable units, each unit is set out in an easy-to-follow, day-by-day format.

At the beginning of each year level, a Handbook is supplied which provides hints and tips on effective ways to deliver the materials.

At the conclusion of each week, an Activity/Attendance Log can be found at the back of the Worksheet booklet, this is to be completed to record dates of attendance and contains a list of items that are required to be returned to the teacher for marking and filing. Returns are required at the end of each Unit.

We hope that these samples are helpful. Please don’t hesitate to make contact if you wish to discuss things further.

Riverside Christian College
Distance Education Team
Below are a few sample covers of the Year 4 Curriculum Programme, Worksheet and Answer Booklets.

Resource Packs are filled with all of the resources needed to complete the tasks and projects.
Programme Booklet Samples

These are designed to assist you as the facilitator with a step-by-step guide for each day.

Each page will indicate the subject, day and activities that will be achieved.
Some have a suggested time allocation to help you plan your day.

The activities will direct when to use your corresponding Unit Worksheet Booklet.

Flexible & Fun!
<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prayer and Scripture memorisation</td>
<td>This activity involves prayer and Scripture memorisation.</td>
</tr>
<tr>
<td>Worksheet or writing task</td>
<td>This activity involves a worksheet or a writing task.</td>
</tr>
<tr>
<td>Spelling activity</td>
<td>This is a spelling activity.</td>
</tr>
<tr>
<td>Reading and comprehension</td>
<td>This activity involves reading and comprehension.</td>
</tr>
<tr>
<td>Researching and learning facts</td>
<td>This activity involves researching and learning facts.</td>
</tr>
<tr>
<td>Discussion and thinking</td>
<td>This activity involves discussion and thinking with the student.</td>
</tr>
<tr>
<td>Assisting and instructing</td>
<td>This activity involves assisting and instructing the student.</td>
</tr>
<tr>
<td>Creative thinking and problem solving</td>
<td>This activity involves creative thinking and problem solving.</td>
</tr>
<tr>
<td>Going and doing</td>
<td>This activity involves going and doing something outside the classroom.</td>
</tr>
<tr>
<td>Hands-on activity</td>
<td>This is a hands-on activity.</td>
</tr>
<tr>
<td>Creative art</td>
<td>This activity involves creative art.</td>
</tr>
<tr>
<td>Physical activity</td>
<td>This is a physical activity.</td>
</tr>
<tr>
<td>Worksheet reuse</td>
<td>This icon indicates that the worksheet should be kept to be used again for future activities.</td>
</tr>
</tbody>
</table>

For your convenience, a check box has been provided at the end of every activity; feel free to tick the box when you finish an activity.
Millimetres

Worksheets: MG2 Millimetres (2 coloured topic introduction pages)

Activity Focus: To understand the concept of millimetres and their conversion into centimetres.

You will know that you are successful when:
- You can understand the concept of millimetres.
- You can convert millimetres into centimetres and centimetres into millimetres.

Instructions:
1. Please read carefully through the instructions and information given on the worksheet MG2 Millimetres.
2. Please remember that:
   - Sometimes for small items it is not possible to measure accurately in centimetres, so we need to use a smaller unit of measurement - millimetres.
   - When you observe your ruler carefully, you will see 10 small lines of millimetres between each centimetre.
3. Centimetre can be written as cm and millimetres as mm.
4. 1 cm = 10 mm.
5. Milli = one thousandth.
6. Millimetre = 1/1000 of a metre.
7. Hence, there are 1000 mm in each metre.
3. Observe the lines given on the worksheet and look carefully at how their measurements are written.

Steps to measure the length of a line

1. Keep the ruler on the line such that one end of the line coincides with the zero mark of the ruler.
2. Observe the other end of the line and look at the point on which it ends and note down its measurement, e.g.
   - The measurement of the line here is 8 cm.
Modelling Using Recycled Materials (Continued from last week, to be completed today)

Resources: Old newspaper, scissors, glue
Worksheets: Desk Tidy (from last week)

Activity Focus: For you to make something useful from recycled materials.

You will know that they are successful when:
• You can recycle old newspapers to create new and useful things.

Instructions:
1. Here are the instructions from last week, when you began your model. Please finish today and send a photo to your supervising teacher.
2. Today’s art lesson is about modelling using recycled materials.
3. You will be using old newspapers to make something long-lasting and useful out of it.
4. Please read and follow all the instructions given on the worksheet Desk Tidy.
   • You will need to make 73 flat strips using the newspaper. For each small square, you will need 3 strips and at least 12 strips for the base of your Desk Tidy.
   • Try to use colourful newspaper or old magazine pages, although you will get the opportunity to paint the model once it is complete.
   • First you need to roll the strips into circles. Then you can press the circle with your thumb and index finger of both hands to turn it into a square, as shown.
   • Pin the corners or sharp edges.
   • You may ask your parent or tutor to help with making the strips.
5. Try to use your own design ideas to change the shape of your desk-tidy with the same materials.
6. You may want to make a basket or a small bowl as well.
7. Paint it or keep it as it is. The colours of the newspaper will give it a unique recycled look.
8. Have your parent or tutor check your creative model.

(Assessment activity - please return a photo of completed work)
My Memory Verses for this Unit

Please, Lord,
Hear my prayer and give me the understanding that comes from Your Word.
Psalm 119:169

In the beginning God created the heavens and the earth.
God looked at what He had done.
All of it was very good!
Genesis 1:1, 31a
Free Writing - Story

Activity Focus: For you to practise constructing and writing short passages of text on your own, using a story starter.

You will know that you are successful when:
- You can use a story starter to write a story with a beginning, middle and end.
- You can write your passage with sentences that make sense.
- You are able to write a passage using correct grammar, punctuation and spelling.
- You show that you understand the structure of the genre you are asked to write, e.g. story, journal entry, procedure, information report, etc.

Instructions:
1. A story starter is an introduction or beginning that will help you to create your own writing sample.
2. Before you begin to write the story:
   - Read the story starter: “I woke up and found myself flying over my house in a hot air balloon…”
   - Visualise the setting in your mind to be funny or adventurous.
   - Remember a story has a beginning, a middle and an end.
   - Brainstorm some words, sentences and phrases you may be able to use in your story.
   - Write down the nouns, verbs, and adjectives that you may like to use to express your ideas.
3. Once you have finished the brainstorm, write for fifteen to twenty minutes.
   - Feel free to write your own thoughts without any help.
   - You may like to write a funny or adventurous story.
4. Spend some time at the end of the allocated writing time to read what you have written.
   - Make sure that all sentences make sense, that your spelling is correct, that you have used punctuation, etc.
5. When writing and editing are complete read the finished work aloud.
   - Have your parent or tutor check your work for errors. Take the time you need to correct them.
Day 4

Spelling Everyday

Resources: Prefix Wall Card, Prefixes worksheet, whiteboard.

Activity Focus: For you to learn the meaning of prefixes and learn new words.

Your child will know that they are successful when:
- You can identify a prefix in a word.
- You can understand the meaning of a new word by studying the prefix.
- You can identify tricky words and find a way to learn them.

Instructions:
1. Prefix is a group of letters added at the beginning of a root word to change the meaning of the word.
2. Each prefix has a meaning of its own:
   - The prefix ‘ex’ means - outside, out of, away from.
   - E.g. exchange, explain, export, expire.
3. Read the words and their meanings given on the worksheet Prefix Wall Card.
4. Read the sentences and replace the word ‘platypus’ with a correct word given on the Prefix Wall Card.
5. Rewrite the sentences on the whiteboard.
   - A tree inhales carbon dioxide and exhales oxygen.
   - John has worked hard to expand his vocabulary.
   - Our report showed large increase in the ‘platypus’ of the toys during Christmas.
   - I heard Lucy platypus from the other room, “I am going to bake a cake for the dinner.”
   - Mother said to Ben “Come, I will help you to you?”

4. Have your parent or tutor check your work for errors. Take any time needed to correct them.
Famous Explorers: Christopher Columbus, Vasco da Gama and Ferdinand Magellan

Resources: Worksheets: Christopher Columbus: Timeline, Vasco Da Gama: Timeline, Ferdinand Magellan: Timeline, large coloured Map of the Age of Exploration, Reading A to Z booklets: Christopher Columbus, Sailing Around the World

Activity Focus: For you to learn about 3 famous explorers.

You will know that you are successful when:
• You are able to explain some aspects of the journeys of the three explorers, Columbus, Da Gama and Magellan.

Instructions:
1. Today you will be learning about three famous explorers; Christopher Columbus, Vasco da Gama and Ferdinand Magellan.
2. When we look at what has happened in the past, there are a number of resources we can use to find information, e.g. books from your local library and the internet.
3. Today you will be looking at two different resources. One is a realistic fiction book about Christopher Columbus, and the other is a set of worksheets with timelines for the major events in the lives of 3 famous explorers.
4. With the help of your parent or tutor, if you need it, please read carefully through the A to Z reading booklet Christopher Columbus.
5. In your Topic Studies Writing Book please write down at least 5 sentences which are facts about the life and explorations of Christopher Columbus. Use the title Facts About Christopher Columbus.
6. The next famous explorer you will be learning about is Vasco da Gama.
7. In the same writing book please write the following heading at the top of your page: Vasco Da Gama.
8. Please read the timeline for Vasco da Gama and then write answers for the following questions:
   • What year was Vasco da Gama born?
   • What was he looking for when he sailed from Europe?
   • Who asked Da Gama to find a sea route to India?
   • In what year did Da Gama retire from going to sea?
   • For how many years was Da Gama alive?
Answer Booklet Samples

These are designed to assist you as the facilitator with answers for the activities each day.

Our families using this new feature have really enjoyed the added confidence and ease of use when marking their child’s work.
Worksheet Booklet Samples

These are designed to assist you as the facilitator with resource sheets for the activities each day.

Each page has a perforated edge and can be removed from the booklet when the child is required to cut/glue or colour a page.

The activities correspond to the Unit Programme Booklet.
**Proper Nouns**

A proper noun is the name of a person, place or thing.

A proper noun begins with a capital letter.

Underline the proper nouns in the circle.

Look at the pictures and write the proper nouns for each of the common nouns:

<table>
<thead>
<tr>
<th>Common Noun</th>
<th>Proper Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy</td>
<td></td>
</tr>
<tr>
<td>book</td>
<td></td>
</tr>
<tr>
<td>game</td>
<td></td>
</tr>
<tr>
<td>tourist place</td>
<td></td>
</tr>
<tr>
<td>doctor</td>
<td></td>
</tr>
<tr>
<td>flower</td>
<td></td>
</tr>
<tr>
<td>animal</td>
<td></td>
</tr>
<tr>
<td>woman</td>
<td></td>
</tr>
</tbody>
</table>
Recording Results

Investigation set up

Measuring forces

Record your results in a table.

<table>
<thead>
<tr>
<th>Position</th>
<th>Distance the matchbox moved (cm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>
Are you an explorer?

1. Name one place that you have visited that made you feel like an explorer.
2. What was special about that place?
3. How far did you have to travel to get there?
4. Write three things that you discovered when visiting that place.
5. Name some places that you would like to 'discover' and why you would like to go there.
6. What do you think you may discover there?

Research - Who landed on the Moon?
Using the internet, search for the explorers who landed on the moon. Find out the following information about what they discovered and write the answers in your Topic Studies Writing Book.

1. Where did their journey begin and where did it end?
2. What were the names of the explorers?
3. Which explorer was the first person to step onto the lunar surface?
4. What date did this exploration happen?
5. What country were these explorers from?
Odds and Evens

Help the penguin to colour the blocks of ice. The even numbers should be orange and the odd numbers should be blue.

How many blocks did you colour orange? _____
How many blocks did you colour blue? _____
Just as in any school, a record of attendance is required. Samples of school work are also an important part of documenting the achievements of each child. How is this recorded?

We have the solution made easy.

At the end of each Worksheet Booklet an Activity Log can be found. The log allows you to enter the dates of attendance as well as supplies a list of items that need to be returned to the teacher via post or email.

Further to this, an Evaluation section is also a fantastic way to discover how your child’s progress is tracking, by answering simple questions.
Online Learning sessions are available each week and provide an opportunity for your child to meet with their teacher and other students in their year level, while working together on topics that support and enhance their learning experience. These sessions are an invaluable addition for each child involved and are the highlight of many students’ week. Requiring a reasonable internet connection and a computer with both a web cam and headset (Headphones and Microphone), these sessions happen in a safe and secure virtual classroom.

Another essential part of the “Riverside Experience” is that you are supported as you deliver your children’s education. Teaching staff are available to chat with you and provide feedback for your child. If you require any assistance using your Riverside curriculum, we are here to help.

ENROL TODAY
CLICK TO DOWNLOAD APPLICATION FORM
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