







Year Four Curriculum Overview – Term Two, 2023

Below is a summary of the content to be covered in each Key Learning Area in Term Two.

<p>Religious Education</p> 	<p>Bible: Writings of the Old Testament (Weeks 1-5) BIG IDEA: <i>We learn about our relationship with God through the different writings of the Old Testament</i> Essential Questions What part does the Old Testament play in the Bible? Why are there different types of writing in the Old Testament? How can the writings of the Old Testament have meaning for our lives today?</p> <p>Land, People and Spirit (Weeks 6-10) BIG IDEA: How do Aboriginal and Christian people connect to spirit through land and people? Essential Questions How is the spirit found in the seasons for Aboriginal and Christian people? How is the spirit found in the hospitality of Aboriginal and Christian people?</p>																		
<p>English</p> 	<p>Work in English is done through independent, group and whole class activities. Reading: fluency and phrasing, comprehension strategies and decoding strategies Writing: grammar, punctuation, and spelling with a text focus on persuasive and imaginative writing. Speaking and Listening: students have opportunities to express their opinions in group and whole class activities. Modelled Reading: The One and Only Ivan by Katherine Applegate</p>																		
<p>Mathematics</p> 	<p>During Term Four, students will be exploring the following topics: Number & Algebra - Addition and Subtraction, Whole Number, Patterns and Algebra Statistics and Probability: Data</p>																		
<p>Science & Technology</p> 	<p><i>Who and what can impact on the changes to the Earth's surface?</i> Sub Questions: 1. How do natural processes and human actions change the Earth's surface over time? 2. What occurs as a result of the interactions between the Earth and the Sun?</p>																		
<p>PDHPE</p> 	<p>This term we will take part in the Second Step Program - Teaching Skills for Social and Academic Success. The table below gives an outline of the weekly focus.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">LESSON & WEEK</th> <th style="text-align: left;">STUDENTS WILL BE ABLE TO:</th> </tr> </thead> <tbody> <tr> <td>WEEK 3 Empathy and Respect</td> <td>Define respect Define empathy</td> </tr> <tr> <td>WEEK 4 Listening with Attention</td> <td>Demonstrate listening-with-attention skills</td> </tr> <tr> <td>WEEK 5 Being Assertive</td> <td>Identify passive, aggressive, and assertive responses Demonstrate assertive responses with their partners</td> </tr> <tr> <td>WEEK 6 Respecting Similarities and Differences</td> <td>Identify clues that help them recognize other people's feelings Identify similarities and differences between how two people feel</td> </tr> <tr> <td>WEEK 7 Understanding Complex Feelings</td> <td>Identify multiple feelings in a given scenario Give possible reasons for multiple feelings</td> </tr> <tr> <td>WEEK 8 Understanding Different Perspectives</td> <td>Identify differing perspectives in given scenarios Generate prosocial responses to scenarios in which different perspectives could cause a conflict</td> </tr> <tr> <td>WEEK 9 Conversation and Compliments</td> <td>Identify components of a successful conversation Demonstrate giving and receiving a compliment</td> </tr> <tr> <td>WEEK 10 Joining IN</td> <td>Identify skills for joining a group Demonstrate skills for joining a group</td> </tr> </tbody> </table>	LESSON & WEEK	STUDENTS WILL BE ABLE TO:	WEEK 3 Empathy and Respect	Define respect Define empathy	WEEK 4 Listening with Attention	Demonstrate listening-with-attention skills	WEEK 5 Being Assertive	Identify passive, aggressive, and assertive responses Demonstrate assertive responses with their partners	WEEK 6 Respecting Similarities and Differences	Identify clues that help them recognize other people's feelings Identify similarities and differences between how two people feel	WEEK 7 Understanding Complex Feelings	Identify multiple feelings in a given scenario Give possible reasons for multiple feelings	WEEK 8 Understanding Different Perspectives	Identify differing perspectives in given scenarios Generate prosocial responses to scenarios in which different perspectives could cause a conflict	WEEK 9 Conversation and Compliments	Identify components of a successful conversation Demonstrate giving and receiving a compliment	WEEK 10 Joining IN	Identify skills for joining a group Demonstrate skills for joining a group
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	<p>Physical Education: Fitness (Tuesday) and Sport (Friday)</p> <p>We will be focusing on the following Fundamental Skills Movements such as; *Sprint run *Catch *Kick *Overarm throw</p> <p>The skill development will be connected to varying sports where these skills can be applied.</p>
<p>Creative Arts</p> 	<p>Students explore and experiment with different subject matter and art forms. Student learning is linked to famous artists..</p> <p>Some of this Visual Arts unit is integrated with the Science Inquiry Unit: Who and what can impact on the changes to the Earth's surface? The Visual Arts unit aims to employ a wide variety of mediums and media to create works which children will display and appreciate with their peers. Techniques for making these artworks will also vary as students develop skills in using paints and oil pastels.</p> <p>We will analyse and create artwork based on:</p> <ul style="list-style-type: none"> • Paul Klee's Portrait, "Scenecio." • Aboriginal Artwork based on the sunrise • Van Gogh: A starry Night • Van Gogh: Wheat fields <p>Students also will also be engaging in Drama, Dance and Music with Mrs Whyte.</p>

Specialist Teacher Classes

	<u>Coding</u>	<u>Library</u>	<u>Japanese</u>	<u>Dance/Drama or Music</u>
4 Blue	Monday	Wednesday	Wednesday	Wednesday
4 Gold	Monday	Wednesday	Wednesday	Wednesday

Homework

ENGLISH:

- Read guided **reading novel** each day (we recommend for this age group to read for 20 - 30 mins). There is a pacing guide that the students must abide by in order for students to engage in class learning activities. Please do not read past the allocated pages for each week, instead they can reread the pages for that week and research unknown words.
- A focus on enhancing the student's vocabulary - building understanding on unknown words. Try and find dictionary meanings of unknown words you come across whilst reading.
- WUSHKA (Independent reading and comprehension questions)
- **StudyLadder** tasks have been set for the students to complete during home learning.

MATHEMATICS:

- **Maths Online** Tasks - weekly revision sets assigned to the students to help consolidate in-class learning.
- Multiplication **times tables revision** to be completed daily in the students Mathematics Grid book and returned to school each day.

PDH:

- Weekly Home link tasks from the Second Step Skills for Social and Academic Success program. These will be sent home weekly

IMPORTANT DATES FOR Grade 4

- **11th May** - Mother's Day liturgy and breakfast from 7:45
- **22 May** - Year 4 Parish Mass @ 9:15, St Cecilia's Church
- **26th May** - Pastoral Team National Sorry Day Prayer Focus @ 8:45
- **31st May** - Year 4 F & L Walk @ 2:30, Classroom
- **12th June** - King's Birthday Public Holiday and Wellbeing Week
- **26th June** - Whole School NAIDOC Mass @ 9:30, School Hall
- **29th June** - Students last day for term 2
- **30th June** - Staff Development Day

We look forward to another great term together.

Mrs Doughty and Mrs Jordan.