







# Year Four Curriculum Overview – Term Four, 2023

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

<div>Religious Education</div> <div></div>	<p><b>Advent (Weeks 1 - 10)</b> - Our Religious Education focus for this term is the Advent to Christmas Unit Our Big Question is: <b>How do we wait in Joyful hope for the celebration of Jesus' coming at Christmas?</b></p> <p>Our other essential focus questions are:</p> <ul style="list-style-type: none"><li>* How do we wait in joyful hope for the celebration of Jesus' Coming at Christmas?</li><li>* How and why did many people of Old Testament times wait for the coming of a Messiah?</li><li>* How do we celebrate this waiting during Advent?</li><li>* How do we celebrate the fulfilment of God's promise at Christmas?</li></ul>															
<div>English</div> <div></div>	<p>Work in English is done through independent, group and whole class activities.</p> <p><b>Reading:</b> fluency and phrasing, comprehension strategies and decoding strategies</p> <p><b>Writing:</b> grammar, punctuation and spelling with a text focus on imaginative writing.</p> <p><b>Speaking and Listening:</b> students have opportunities to express their opinions in group and whole class activities while focusing on developing their 'Communicators' learning asset.</p> <p>During the first part of the term the students will be reading and investigating the text <b>'The Thing About Oliver'</b>. During this unit we will explore narrative structure, and some of the challenges encountered in dealing with Autism in everyday life.</p> <p><b>Modelled Reading:</b> The Thing About Oliver By Deborah Kelly</p>															
<div>Mathematics</div> <div></div>	<p>During Term Four, students will be exploring the following topics:</p> <p><b>Number &amp; Algebra</b> - Fractions and Decimals, Multiplication and Division</p> <p><b>Measurement &amp; Geometry</b> - Volume and Capacity, Area, 3D Space</p>															
<div>Science &amp; Technology</div> <div></div>	<p><b>Our inquiry question for this term is:</b> How do energy and forces affect the behaviour of objects?</p> <p><b>Our Sub questions are:</b></p> <ol style="list-style-type: none"><li>1. How do light, heat and electrical energy make things happen?</li><li>2. How can objects affect other objects with or without touching them?</li><li>3. How can we use forces and energy in a product or system?</li></ol>															
<div>PDHPE</div> <div></div>	<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><tr><th>WEEK &amp; LESSON</th><th>Concepts</th><th>Objectives Students will be able to:</th></tr><tr><td><b>Week 1, Lesson 19</b> Solving Playground Problems</td><td>You are better able to resolve playground conflicts when you can calm down and use the Problem-Solving Steps.</td><td><ul style="list-style-type: none"><li>• Identify common playground conflicts.</li><li>• Demonstrate using the Problem-Solving Steps to handle playground conflicts.</li></ul></td></tr><tr><td><b>Week 2, Lesson 20</b> Taking Responsibility for Your Actions</td><td>Taking responsibility for your actions is the respectful thing to do.</td><td><ul style="list-style-type: none"><li>• Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged.</li><li>• Demonstrate acknowledging mistakes.</li><li>• Demonstrate making an apology and offering to make amends</li></ul></td></tr><tr><td><b>Week 3, Lesson 21</b> Dealing with Peer Pressure</td><td>It is okay to say no to others, and it is okay for them to say no to you. Negative emotions like guilt and remorse can be reasons not to go along with peer pressure.</td><td><ul style="list-style-type: none"><li>• Demonstrate using Assertiveness Skills to resist peer pressure.</li><li>• Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure</li></ul></td></tr><tr><td><b>Week 4, Lesson 22</b> Reviewing Second Step Skills</td><td>The skills and concepts learned in the Second Step program can help you succeed in school.</td><td><ul style="list-style-type: none"><li>• Identify Second Step skills and concepts being used in scenarios students might encounter at school.</li><li>• Include Second Step skills in a written script about solving a problem.</li></ul></td></tr></table>	WEEK & LESSON	Concepts	Objectives Students will be able to:	<b>Week 1, Lesson 19</b> Solving Playground Problems	You are better able to resolve playground conflicts when you can calm down and use the Problem-Solving Steps.	<ul style="list-style-type: none"><li>• Identify common playground conflicts.</li><li>• Demonstrate using the Problem-Solving Steps to handle playground conflicts.</li></ul>	<b>Week 2, Lesson 20</b> Taking Responsibility for Your Actions	Taking responsibility for your actions is the respectful thing to do.	<ul style="list-style-type: none"><li>• Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged.</li><li>• Demonstrate acknowledging mistakes.</li><li>• Demonstrate making an apology and offering to make amends</li></ul>	<b>Week 3, Lesson 21</b> Dealing with Peer Pressure	It is okay to say no to others, and it is okay for them to say no to you. Negative emotions like guilt and remorse can be reasons not to go along with peer pressure.	<ul style="list-style-type: none"><li>• Demonstrate using Assertiveness Skills to resist peer pressure.</li><li>• Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure</li></ul>	<b>Week 4, Lesson 22</b> Reviewing Second Step Skills	The skills and concepts learned in the Second Step program can help you succeed in school.	<ul style="list-style-type: none"><li>• Identify Second Step skills and concepts being used in scenarios students might encounter at school.</li><li>• Include Second Step skills in a written script about solving a problem.</li></ul>
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	<p><b>Physical Education: Fitness and Sport</b></p> <p>We will be focusing on the following:</p> <ul style="list-style-type: none"> <li>- Locomotor skills - such as running, jumping, hopping, and galloping.</li> <li>- Ball skills - such as catching, throwing, kicking, underarm roll and striking</li> </ul> <p>The skill development will be connected to cricket where these skills can be applied.</p> <p><b>Fitness - Tuesday</b></p> <p><b>Sport – Friday Cricket Clinic Week 1-4 and 8-10, and Thursday Week 5,6,7</b></p>
<p><b>Creative Arts</b></p> 	<p>Throughout this unit students will learn the techniques needed to create artworks using digital printmaking tools including digital photography, editing programs and poster making software. Students look at old advertisements alongside the current day products and advertisements and use CANVA to create new eye-catching posters.</p> <p>The students will study Futurism art developed from the art of <b>Cezanne and Picasso</b> who used colour and shapes to represent semi abstract artworks. The famous artwork by <b>Umberto Boccioni and Jean Plout</b> will be analysed as we make connections with our Inquiry unit: How do energy and forces affect the behaviour of objects? Digital photography will be explored by looking at how photographer Hugo Suissas uses the power of forced perspective to turn ordinary landscapes into playful photos.</p> <p>Students also will also be engaging in Drama, Dance and Music with Mrs Whyte.</p>

## Specialist Teacher Classes

<b>4 Blue</b>	<b>Library - Wednesday</b>	<b>Japanese - Wednesday</b>	<b>Dance/Drama or Music - Wednesday</b>
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## Homework

### Compulsory 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 and put it into another sentence or context.
- **StudyLadder** tasks have been set for the students to complete during home learning.

#### MATHEMATICS:

- **Maths Online** Tasks - weekly revision sets assigned to the students.
- Multiplication **times tables revision** to be completed daily via Maths online or Hit the button game on google classroom.

#### SECOND STEP – Weekly Home link task

- Students will occasionally be given home tasks connected to the topics being covered in other subject areas, such as Religion, Inquiry etc. A note will be sent home with your children with the details and/or a message on Google Classrooms will be posted explaining the task.

## IMPORTANT DATES FOR Grade 4

- **20<sup>th</sup> October Crazy Sock Day**
- **23<sup>rd</sup> October Year 4 parish Mass at St Cecilia's Church**
- **10th Nov - Remembrance Day Liturgy @ 8:45am**
- **22<sup>nd</sup> November St Cecilia's Liturgy @ 8:45am**
- **4<sup>th</sup> December End of Year Mass @ 9:30am**
- **5<sup>th</sup> December Christmas Concert @ 5:30pm**
- **7<sup>th</sup> December Swimming Carnival**
- **13th Dec - Stage 2 Surf Safety Day @ Toowoomb Bay**
- **15<sup>th</sup> December Yr 6 Ringing the Bell and last day of YEAR 4!**

We look forward to another great term together.

Mrs Jordan and Mr Cooper