

Year Four Curriculum Overview – Term One, 2024

Dear Parents and Carers,

We would like to extend a warm welcome to year four, stage two, 2024.

YEAR 4 AIMS AND EXPECTATIONS




During the year it is expected that each student will:

- Always do their best and be proud of themselves and their efforts.
- develop self-discipline, acceptance of others and independence.
- further develop their own positive work habits and attitudes and feel encouraged to challenge themselves to learn more.
- value the friendship, support and sharing of knowledge and skills within our class community.
- develop a deeper relationship with God and allow Christ's light to shine in each of them.
- gain more confidence in their ability to achieve.

As teachers it will be our aim to:

- provide a stimulating learning environment that caters for all individuals.
- foster a love of learning within the students.
- foster a love of God and our Catholic faith.
- help every student try to achieve above expectations.

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

| Religious Education  | <p>Unit 1: Reconciliation- Living in a Forgiving Community Our big question is: What is Reconciliation and how can I heal and forgive? Our other essential focus questions are: *How can forgiveness make me feel better? *What is Reconciliation? *How does the Church celebrate forgiveness?</p> <p>Unit 2: Lent to Easter Our big question is: How did Jesus reach out to others and how can we do this in our life today? Our other essential focus questions are: *What are the liturgical seasons of Lent and Easter? *How did Jesus reach out to others through his healing words of forgiveness? *What were the events of Holy Week that show us how to reach out to others? *How does the Resurrection of Jesus give us the hope to reach out to others in need?</p> | | | | | | | | |
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| English  | <p>Unit Title: Celebrating our Diversity Unit overview: In this unit students will study a range of quality texts based on the themes of equality, diversity, and inclusion. They will explore these texts through the concepts of context and perspective as well as through the way in which composers of both print and digital texts use imagery, symbol, and connotation to share their messages, values, and beliefs.</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 answer weekly chapter response questions centred around the text “The Thing about Oliver.” Students have opportunities to express their opinions in group and whole class activities. Students will present a short persuasive speech about the topic. Modelled Reading: Novel study <i>“The thing about Oliver”</i> by Deborah Kelly, TED Talk – <i>We are all different and that’s awesome</i> by Cole Blakeway, Picture book- <i>Luke’s Way of Looking</i> by Nadia Wheatley</p> | | | | | | | | |
| Mathematics  | <p>During Term One, students will be exploring the following big ideas:</p> <table><tr><th>Syllabus Areas</th><th>Big Idea</th><th>Content Groups</th></tr><tr><td>Number & Algebra</td><td>The number system extends infinitely to very large and very small numbers.</td><td><ul style="list-style-type: none">- Whole numbers: Apply place value to partition, regroup and rename numbers up to 6 digits- Decimals: Extend the application of the place value system from whole numbers to tenths and hundredths</td></tr></table> | | | Syllabus Areas | Big Idea | Content Groups | Number & Algebra | The number system extends infinitely to very large and very small numbers. | <ul style="list-style-type: none">- Whole numbers: Apply place value to partition, regroup and rename numbers up to 6 digits- Decimals: Extend the application of the place value system from whole numbers to tenths and hundredths |
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| | Number & Algebra | Addition and Subtraction problems can be solved by using a variety of strategies. | <ul style="list-style-type: none"> - Use the principle of equality. - Recognise and explain the connection between addition and subtraction. - Select strategies flexibly to solve addition and subtraction problems of up to 3 digits. - Partition, rearrange and regroup to at least 1000 to solve addition problems |
| | Data Chance | Questions can be asked and answered by collecting and interpreting data. | <ul style="list-style-type: none"> - Select and trial methods for data collection. - Construct and interpret data displays with many-to-one scale. - Describe the likelihood of outcomes of chance events. |
| | Geometric and Non-Spatial Measure: | What needs to be measured determines the unit of measurement | <ul style="list-style-type: none"> - Represent and interpret digital time displays. - Use 'am' and 'pm' notation. - Use scaled instruments to measure and compare lengths. |

History



Our inquiry question for this term is: What is Australia's Journey?

Sub Questions:

- *What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?
- *Why did the great journeys of exploration occur?
- *Why did Europeans settle in Australia?
- *What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers, and settlers?

PDHPE




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.

| Lesson | Concepts | Objectives—Students will be able to: |
|--|--|--|
| 1. Empathy and Respect | <ul style="list-style-type: none"> • The <i>Second Step</i> program helps you succeed at school. • Having respect and empathy helps you get along with others. | <ul style="list-style-type: none"> • Define <i>respect</i> • Define <i>empathy</i> |
| 2. Listening with Attention | <ul style="list-style-type: none"> • Listening with attention helps you learn, work with others, and make friends. | <ul style="list-style-type: none"> • Demonstrate listening-with-attention skills. |
| 3. Being Assertive | <ul style="list-style-type: none"> • Being assertive means asking for what you want or need in a calm, firm, respectful voice. • Being assertive helps you be successful in a variety of social and academic situations. | <ul style="list-style-type: none"> • Identify passive, aggressive, and assertive responses • Demonstrate assertive responses with their partners |
| 4. Respecting Similarities and Differences | <ul style="list-style-type: none"> • People can have similar or different feelings about the same situation. • Being able to notice and then understand others' feelings is an important part of empathy. | <ul style="list-style-type: none"> • Identify clues that help them recognize other people's feelings • Identify similarities and differences between how two people feel |
| 5. Understanding Complex Feelings | <ul style="list-style-type: none"> • It is possible to have more than one feeling at the same time. • Being able to understand that others might have complex feelings is an important part of empathy. | <ul style="list-style-type: none"> • Identify multiple feelings in a given scenario • Give possible reasons for multiple feelings |
| 6. Understanding Different Perspectives | <ul style="list-style-type: none"> • People can have different perspectives about other people, places, and situations. • Perspective taking is a central component of empathy. | <ul style="list-style-type: none"> • Identify differing perspectives in given scenarios • Generate prosocial responses to scenarios in which different perspectives could cause a conflict |
| 7. Conversation and Compliments | <ul style="list-style-type: none"> • Having successful conversations with peers helps you make and build friendships. • Giving a sincere, thoughtful compliment is a good way to start a conversation or keep one going. | <ul style="list-style-type: none"> • Identify components of a successful conversation • Demonstrate giving and receiving a compliment |
| 8. Joining In | <ul style="list-style-type: none"> • Being assertive can help you join and invite others to join a group. | <ul style="list-style-type: none"> • Identify skills for joining a group • Demonstrate skills for joining a group |
| 9. Showing Compassion | <ul style="list-style-type: none"> • <i>Compassion</i> means saying kind words or doing something helpful to show you care about how another person feels. • Having empathy helps you show compassion. | <ul style="list-style-type: none"> • Demonstrate expressing concern or showing compassion for someone |

Physical Education: Fitness and Sport

Fitness - Tuesday & Sport - Friday. Children wear sport uniform both these days.

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| | <p>Sport Unit: Run, Jump, Throw</p> <p>This unit is designed for students to be explicitly taught the fundamental movement skills (FMS) associated with Athletics and Cross Country. Students will be given the opportunity to practise these skills through playing games and/or modified sports.</p> <p>FMS Skills:</p> <ul style="list-style-type: none"> - perform activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game, eg swerving, sidestepping, running, dodging, jumping, landing, balancing - explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games - participate in physical activities which require problem-solving and persistence to achieve a goal. - participate and use equipment in a variety of games and modified sports. <p>FITNESS</p> <p>This term students will participate in cross country training in preparation for the carnival. Students will be taught running strategies and stretching techniques over a 20 minute session.</p> |
| <p>Creative Arts</p>  | <p>AUSTRALIA: CONTINUITY AND CHANGE (History)</p> <p>Learning Objective:</p> <p>Students explore and experiment with different subject matter and art forms. Student learning is linked to iconic Australian items and artists. As students reflect on continuity and change in our community throughout time. Students recreate both the natural and built environments.</p> <p>Some of this Visual Arts unit is integrated with the History Unit: "What Is Australia's Journey". 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>The artists studied for this unit will be a wide variety of well-known aboriginal artists as well as Bill Beaven and Kandinsky. Activities based upon their artistic style are incorporated into this unit.</p> |

Specialist Teacher Classes

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| 4 Blue | <u>Library</u> – Tuesday | <u>Japanese</u> - Wednesday | <u>Dance/Drama or Music</u> - Wednesday |
| 4 Gold | <u>Library</u> - Wednesday | <u>Japanese</u> - Wednesday | <u>Dance/Drama or Music</u> - Wednesday |

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 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 students' 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.
- **Study ladder** tasks have been set for the students to complete during home learning.

MATHEMATICS:

- Multiplication **times tables revision** to be completed daily.

*Weekly Second Step home activity.

IMPORTANT DATES FOR Grade 4

- **2nd and 3rd March** - Reconciliation: Enrolment Presentation Weekend at all weekend masses.
- **4th March** - Year 4 Parish Mass @ 9:15
- **4th - 8th March** - St Cecilia's goal setting meetings all week
- **20th March** - 4B Fr Raul Visit @ 12:55-1:25
- **25th March** - Year 4 Reconciliation Ceremony @ 4:00, St Cecilia's Church
- **27th March** - 4G Fr Raul Visit @ 12:55-1:25
- **26th March** - Holy Week Celebrations years 4-6 Mass @ 9:30, St Cecilia's Church
- **28th March** - School Photos
- **29th March** - Good Friday
- **1st April** - Easter Monday Public Holiday
- **2nd April** - Staff Development Day System Curriculum Reform
- **11th April** - Athletics Carnival Stage 3 Soccer @ Bateau Bay (double booked)
- **12th April** - Last day of school

We look forward to a great term together.

Mrs McArthur, Mrs Curnow and Mrs Jordan