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| Religious Education  **Year 4 Term 4 Overview** | English |
| In Religious Education, students will cover two units this term. The first unit will be the Baptism unit of work. The content that students will learn about in this unit include:   * People belong and participate in communities * People participate in the Church through the Sacraments * The Church celebrates the Rite of Baptism * Water is an important element in the Rite of Baptism * The baptised person receives the gifts of faith, hope and charity   The second unit that students will be covering this term is the Advent/Christmas unit of work. This will contain the following points:   * People experience seasons * The Church celebrates liturgical seasons * Liturgical seasons are symbolised by different colours * Advent is a season of renewal | We will be reading a class novel each term. This term our chosen novel is ‘The Giraffe and the Pelly and Me’ by Roald Dahl. Students will be exploring the characters’ development, the setting of the novel, dialogue between characters and various narrative elements.  Students will continue with their levelled reading by engaging in the Lexile reading program, as well as completing reading cards in the Comprehension Box. Students will also learn about various reading techniques through explicit teaching and learning of reading strategies in weekly lessons.  For Writing, students will also be exploring the different elements of narratives. Students will be writing their own narrative to enter into the Peter Scott Literacy Award. |
| HaSS | Digital Technologies |
| Students will be exploring in depth the Geographical surroundings of countries in the continent of Africa. Students will be using their researching, reading, writing and illustrating skills to create a project based upon a chosen country in Africa. | Students will be exploring various coding applications and websites. They will dive into their knowledge of direction, instruction, special awareness, and creativity to make various moving figures and houses using technology. |
| Mathematics | The Arts |
| Students will be following the Stepping Stones program. We will be covering various Modules each term.  Topics we will be covering this term include:   * Addition strategies review * Worded problems using addition * Multiplication facts and sentences * Division facts and sentences * 2D shapes * Perimeter of polygons * Identifying transformations * Tessellating shapes * Areas and using metric units * Different data displays * Describing various angles | Music  The students will be rehearsing our Musical Production. We will be fine tuning choreographed dance routines, learning scripts, and working on the blocking of the production (blocking refers to the physical action within each scene that supports the storytelling). We will be focused on projecting our voices and singing the songs with energy and enthusiasm. Each week, the whole school will gather to put the show together in an effort to create a dynamic and exciting show.  Visual Arts  Students will be exploring the following points in the curriculum:   * Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110) * Use materials, techniques and processes to explore visual conventions when making artworks (ACAVAM111) * Present artworks and describe how they have used visual conventions to represent their ideas (ACAVAM112) * Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113) |
| Physical Education | Health |
| The children will be learning and practising bat and ball skills through drills relevant to the game of cricket. They will practise catching skills, batting techniques and will learn to field a ball. Focus will be on hand and eye co-ordination They will participate in an interschool cricket carnival later in the term. | We will be covering topics that are outlined within the Keeping Safe program. Students will be learning about ‘the right to be safe’. Within this topic students will learn about the feelings they might experience in different situations. They will also be learning about warning signs: the external signals and internal messages (emotion/feeling) that help children and young people recognise a situation where they may be at risk of harm. Risks and emergencies are also explored within this unit. |
| Language | Sciences |
| Students will have an opportunity to revise key concepts and language explored through the Ketawa program so far. Student’s will be introduced to the daily routines of primary school children in both Indonesia and Australia, with a view to identifying similarities and differences and to understanding contextual factors which influence these. Familiar language is extended as students learn how to speak about some of the things they do each day. The unit concludes with a celebration of learning in which children share some of the Indonesian language they have learnt and their developing understanding of Indonesian culture. | Living things on our planet interact and are dependant on the survival of other organisms within their environment. We have complex webs where if one area is thrown out of balance it could affect all organisms within that chain. Students will learn about ecosystems and the importance of balance and the relationships between living things  Living things go through many different stages of development through a lifetime. At each of these stages the organism may exhibit significant physical changes. We will be identifying these changes and comparing, through observation and recorded data, between several different species. The process of metamorphosis will also be explored and the changes this process exhibits. |