

## YEAR 4 TERM TWO OVERVIEW

Mrs Jane Dyke and Mrs Jessie Allington

*Our learners will cover work from the following content areas:*

<b>RELIGIOUS EDUCATION</b>	<b>ENGLISH</b>
<p>In Religious Education, students will cover two units this term.</p> <p><b>Eucharist:</b> In preparation for the First Holy Communion, the children will complete the Eucharist unit. They will learn that people gather to celebrate and that they celebrate so many different events. Many parables tell that Jesus celebrated with his disciples and others. The Eucharist began at the Last Supper; it is the most important celebration. Holy Communion unites people with Jesus in a special way. The Liturgy of the Eucharist is the central part of the Mass, and people live a Eucharistic life.</p> <p><b>Prayer:</b> We explore that people learn in many ways. Mary teaches Catholics how to have faith in God and the Rosary helps Catholics to learn and meditate on the life of Jesus. We will explore the Rosary and learn and memorise the way to pray the Rosary. The Rosary helps Catholics grow in their prayer life.</p>	<p><i>Reading:</i> Students will learn with the Cars and Stars reading comprehension program where we model and focus on activating our prior knowledge when reading and making connections to facts or stories we have read before. We will also learn that sometimes the author has a different purpose when telling a story and we have to infer what the author is saying. Students will continue engaging in the Lexile reading program.</p> <p><i>Writing:</i> The students will explore the genres of persuasive text and informational reports. They will continue to focus on sentence stretching to extend their writing, to include more verbs and adverbs. There will be a focus on self-editing work, using the CUPS strategy.</p> <p><i>Spelling:</i> The students complete lessons with an explicit focus upon more complex spelling sounds and rules. Students will also be revising root words, suffix and prefixes.</p> <p><i>Grammar:</i> Students will explore how the meaning of sentences can be enriched through the use of noun groups and adjectives, and verb groups and adverbs. They will explore the use of apostrophes for contractions and to show ownership.</p>
<b>HASS</b>	<b>MATHEMATICS</b>
<p><b>Geography:</b> Students will be reviewing their knowledge of continents and oceans. We will revise basic atlas and mapping skills, using legends to examine topography and compare continents. Using an atlas, we will explore factors that affect winds and currents. Students will look at a political and physical map of Australia, South America and Africa; name and locate 8 countries; order the ten largest countries by area; and compare physical features (rivers, mountains and deserts) of southern and northern lands.</p>	<p>Students will be working through the “Stepping Stones” program to learn to:</p> <ul style="list-style-type: none"><li>• Record subtraction of 2 and 3-digit numbers</li><li>• Explore subtraction strategies</li><li>• Read and compare mass</li><li>• Solve problems using grams and kilograms</li><li>• Introduce and reinforce simple division facts</li><li>• Identify and compare fractions</li><li>• Understand mm and cm</li><li>• Convert between mm and cm</li><li>• Explore perimeter</li><li>• Read temperature scales</li><li>• Solve word problems</li><li>• Multiplication of 9’s</li><li>• Use 2D shapes</li></ul> <p>Mental Maths: Students will continue to work through learning the multiplication facts (and related division facts) up to 10x10 in this order: 2x, 10x, 5x, square numbers, 4x, 8x, 3x, 6x, 9x and then 7x.</p>
<b>CULTURE</b>	<b>TECHNOLOGY &amp; ENTERPRISE</b>
<p><i>(Mrs Monique D’Alton):</i> We will explore pets and pet ownership. Students will look at data about pet ownership in different places including Indonesia and Australia and explore factors influencing pet ownership. Students will conduct surveys and consider the inquiry question, ‘What is the best pet for you?’ The students will learn a range of Indonesian language to describe their own pets.</p>	<p><i>Design and Technologies:</i> Students will explore the United Nations 17 Sustainable Environmental Goals. This will then be the base for researching and exploring one of the goals to guide and help them create their STEM project. They will work in teams to research, design, build, test and develop further their creation. This project will be used at the STEM showcase in Term Three.</p> <p><b>Digital Technologies:</b> <i>(Mark Tenney)</i> Students will learn to define simple problems using techniques to deduce and explain simple conclusions. They learn to develop their design skills by</p>

	following prepared algorithms to describe branching (choice of options). Students experiment with appropriate software, including visual programming environments that use graphical elements, such as symbols and pictures to implement their solutions.
<b>THE ARTS</b>	<b>SCIENCE</b>
<p><i>Visual Arts: (Jessie Allington)</i> Students will experiment with watercolours and explore different stroke techniques. They will apply learnt colour theory (how colours work well together) to create their own harmonious watercolour pieces.</p> <p><i>Music: (Fiona Hastie)</i> The children will be playing djembe drums. We will play a combination of traditional djembe rhythms and a fusion with contemporary music. The children will learn the bass, tone, and slap. The lessons will include individual, small group, and whole class activities, including a repertoire of games to teach concepts such as beat, dynamics, and rhythm. Students will be engaged in short performances. They will be involved in peer and self-assessment and be developing a growing awareness of audience etiquette.</p>	<p><i>(Mrs Monique D'Alton):</i> They're a useful thing to stick things to a refrigerator. However, magnets play a more important and often unseen role in our daily lives. Many common household items have magnets in them and are part of what makes these items work. Students will explore how magnets exert a force on certain objects and how that force affects the object. Through hands-on activities, students identify the material that magnets attract, their poles and magnetic fields, the distance at which they act, and how the pull of magnetism is different from the pull of gravity.</p>
<b>PHYSICAL EDUCATION</b>	<b>HEALTH</b>
<p><i>(Mr Antonio Muto)</i> Students will prepare for the Winter Lightning Carnival. The children will have the opportunity to revise and learn new skills in hockey, soccer, netball and football. They will be placed into a team to represent the school for the carnival that will be held on the 22nd June. Students will also have the opportunity to be selected for the District Cross Country event which is in Week 6 of this term.</p>	<p>Students will be focusing on the Challenges and Choices program that explores passenger safety and being safe when on wheels. They will watch the effect of a crash on passengers when they don't wear seatbelts. They will learn about the types of car seats and seatbelts, and how we can be a safe passenger when in a car. We will practice scenarios that are safe and unsafe, and create posters to encourage the wearing of seatbelts.</p>