

Year 4 Term 4 Overview

Miss Jen Whiteford

This term, our students will be learning the following:

RELIGIOUS EDUCATION	LITERACY
<p>In Religious Education, students will cover two units this term.</p> <p>Confirmation: We explore that people learn how to manage their emotions through relationships. Jesus expressed his emotions in loving ways and people are strengthened by the Holy Spirit to live and love others as Jesus did. The Holy Spirit strengthens people through the Sacrament of Confirmation. Jesus taught his followers to love others.</p> <p>Christmas: The Church celebrates liturgical seasons. Liturgical seasons are symbolised by different colours. We celebrate Advent, it is a season of renewal.</p>	<p>This year the children will be completing the Sound Waves Program. This is a synthetic phonics and word-study program designed to develop reading, spelling and writing skills. Students are explicitly and systematically taught the relationship between phonemes and graphemes. Instruction focusses on the students' ability to segment words into sounds and synthesise, or blend, sounds to form words.</p> <p>Reading: Students will continue practising their reading comprehension skills. We will continue to refine our reading skills with a focus on fluency and reading aloud to entertain.</p> <p>Writing: Students will practise understanding, interpreting, and experimenting with a range of devices and deliberate word play in poetry and other literary texts. They will also look at using sound devices and imagery including simile, metaphor and personification in narratives, shape poetry, songs, anthems and odes.</p> <p>Grammar: Students will refine their sentence structure and practice using nouns, pronouns, verbs and adverbs to enhance their writing.</p> <p>Spelling: Students will spell words focusing on complex graphemes, syllables, prefixes and suffixes.</p>
HASS	MATHEMATICS
<p>Civics and Citizenship</p> <p>This unit is based around the enquiry question "Who looks after our local community?"</p> <p>This unit takes students through an inquiry process to describe the impact of local government on the community. They identify the difference and the importance of rules and laws in our community and their impact. Students develop questions and locate, collect and record information and data from different sources. They interpret information and data in different formats. They analyse information and data to identify perspectives and draw conclusions. They propose actions or responses. Students use ideas from sources and subject-specific terms to present descriptions and explanations.</p>	<p>Stepping Stones</p> <p>Students will follow the Stepping Stones Mathematics Program which includes differentiation, on-going practice and digital components to support learning. Term 2 will include 3 modules comprising of the following topics;</p> <p>Number and Algebra:</p> <ul style="list-style-type: none"> -Exploring equivalent and decimal fractions -Relating multiplication and division -Money <p>Measurement and Geometry</p> <ul style="list-style-type: none"> -Relating litres and millilitres -Converting between litres and millilitres -Representing prisms, cones and cylinders -Using grids to draw 3D objects <p>Statistics and Probability</p> <ul style="list-style-type: none"> -Describing the probability of everyday events -Exploring the order of chance events
LANGUAGES	TECHNOLOGIES
<p>Mrs Adele Martins:</p> <p>Year 4 - Auslan</p> <p>Students will continue using a basic greeting and responding to the question: "How are you?". They will continue to practice fingerspelling the alphabet. Students will engage with stories translated into Auslan and create a short story. This will be illustrated and students will sign the story.</p>	<p>Design Technologies</p> <p>In Semester 2, students will have opportunities to learn about technologies in society as they create solutions in a range of contexts. Students will design and produce products, services and sustainable ideas for the environment, with their local community in mind. Students investigate the design characteristics and properties of materials, and the use of components and equipment when planning solutions.</p>

THE ARTS	SCIENCE
<p>Visual Arts Students will develop artistic processes and techniques to explore visual conventions through:</p> <ul style="list-style-type: none"> • Use of visual art elements and selection of materials, media and/or technologies to create specific artwork • Presentation and display of artwork with consideration of visual appeal/aesthetics <p>Performing Arts (Miss Amber Moulton): The Year Four class will refine drama processes explored in Term Three to create a devised performance. They will demonstrate effective group work and be able to apply feedback productively. Their scripts will be well structured, and students can explore the use of props and costumes within their scenes. I am looking forward to seeing their creativity shine!</p> <p>Mrs Moulton.</p>	<p>Science: Biological Sciences</p> <p>This unit is based around the inquiry question “The absence of what living thing would have the greatest impact on a habitat?”</p> <p>Students will use the inquiry process to explore the roles and interactions of consumers, producers and decomposers within a habitat, and how food chains represent feeding relationships.</p>
PHYSICAL EDUCATION	HEALTH
<p>Mr Antonio Muto 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 a 4-week golf clinic run by Megan Henry.</p>	<p>We will use the Keeping Safe Child Protection curriculum. This curriculum provides age and developmentally appropriate strategies to help children and young people keep themselves safe. The topic we will be covering in Term 4 is Protective Strategies. This topic covers the following:</p> <ul style="list-style-type: none"> - Strategies for Keeping Safe - Network Review and Community Support