

Year 4 Term 1 Curriculum Letter 2026

SACRED HEART
CATHOLIC SCHOOL KEW



Dear Parents,

Welcome to a new and exciting year in Year 4. The children are making a very successful transition into their new class.

Congratulations to our class leaders for Semester 1.

4EO

Class Captains: Tom B and Olivia R

Environmental Monitors: Max H and Charlotte S

4MD

Class Captains: Victoria H and Andrew B

Environmental Monitors: Elia N and James L

Religious Education

The RE topics for Term 1 are 'Meeting God Through Prayer' and 'Lent.' In the first unit, the students will explore how prayer is part of people's lives and will examine and experience a variety of ways to communicate with God through prayer. In the second unit, the children develop their understanding of the seasons of Lent and Easter.



Sacramental News: First Eucharist

Students in Year 4 are traditionally eligible to receive the Sacrament of Eucharist which will be celebrated the weekend on the 1st and 2nd of August. This usually follows the reception of First Reconciliation in Year 3.

In the past it was indicated that all baptised students of Sacred Heart School, should feel most welcome to participate in this important sacrament. In addition, registration and preparation of students for the Sacrament of First Eucharist will be overseen by the school.

In the past it was indicated that any baptised students who may not have received the sacrament of First Reconciliation are most welcome to apply for First Eucharist so that we can organise for the Sacrament of Reconciliation to be conferred beforehand.

Later in the year, all students will undertake learning at school about the Eucharist through the Religious Education Curriculum which will support their understanding and preparation for this sacrament.

Please see our Religious Education Leader Gabrielle Richardson if you need any further information.

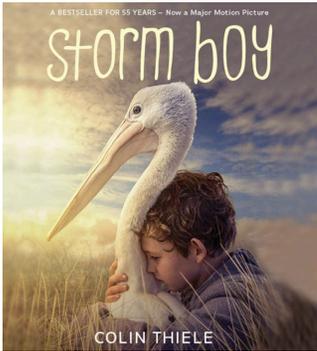
English

A deeper understanding of comprehension of texts, both fiction and non-fiction, will be a focus throughout the year.

This year, we will be following the English 2.0 Victorian Curriculum. The English curriculum aims to ensure that students:

- learn to purposefully and proficiently listen to, speak about, read, view, write, create and reflect on a range of texts, through their historical, cultural and social contexts and across an increasing level of complexity
- understand how to use Standard Australian English appropriately, and in combination with non-linguistic forms of communication, to create meaning

- develop interest and skills in examining and analysing texts, and develop an informed appreciation of the aesthetic aspects of literature
- appreciate, enjoy, analyse, evaluate, adapt and use the richness and power of the English language in all its variations to evoke feelings, form and convey ideas, and facilitate interaction with others



Our Book Study for Term 1 is Storm Boy. Storm Boy is a novel written in 1964 by Colin Thiele. Set in the Coorong region of South Australia in the 1950's, Storm Boy is the story of a boy and his pelican. Storm Boy likes to wander alone along the fierce deserted coast among the dunes that face out into the Southern Ocean. After a pelican mother is shot, Storm Boy rescues the three baby pelicans and nurses them back to health. He names them Mr Proud, Mr Ponder and Mr Percival. After he releases them, his favourite, Mr Percival, returns. The story then concentrates on the conflict between his lifestyle, the externally imposed requirement for him to attend a school, the fate of the pelican, and the relationship of the boy, and later his father.

This book study will encompass all areas of English; Language, Literature and Literacy. This also includes a Fluency Read in which children will read the same passage of text to a partner four times a week to develop their reading fluency.

Spelling

Spelling Mastery encourages students to learn strategies to spell correctly rather than rely on memory alone. There are three approaches within Spelling Mastery. Phonemic, whole-word, and morphemic.

- Through the **phonemic approach**, students learn the sound-symbol relationship between letters and sounds that help students spell using predictable patterns. For example, words like map, tap, fog, fan.
- The **whole word approach** teaches students high frequency words and irregularly spelled words that do not follow a predictable pattern. For example, 'answer' 'the' and 'people'.
- The **morphographic approach** teaches students that all words are made of one or more morphograph or word parts. They also learn rules that apply when combining morphographs to form words. For example, 're' as a morphograph has meaning. It means again. (repack, return, rerun) '-est' means the most. (lightest, happiest, friendliest).



Your child will learn to spell using all the above methods through lessons delivered in class. This means that homework may look a little different. Please do not be concerned if word lists aren't being sent home on a regular basis, as the focus of Spelling Mastery is for students to understand how to spell rather than spell 'by heart'. We also recognise the need for practicing the skills learned in class, so when there are word lists sent home it would be mainly when added practice is called for. Each child will work through a workbook in class that was purchased via your booklist. All learning will be recorded in this book. For homework, there might be some spelling words that students will be revising. Students will be revising words taught during the explicit teaching in class. List of words may differ between students.

Handwriting

Handwriting continues to be a focus in Year 4. We will be concentrating on posture, pencil grip, letter formation, joining of letters and legibility. We ask for your assistance in supporting your child to present all homework activities neatly and to a high standard.

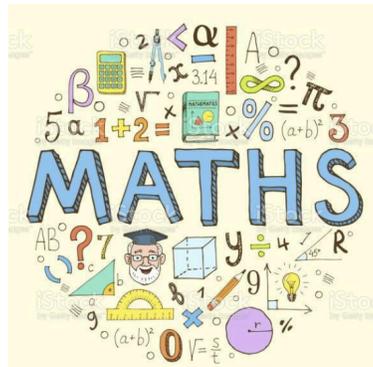
Mathematics

This year in Mathematics, students are challenged to develop proficiency with mathematical concepts, skills, procedures and processes. They will pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability, as well as, developing a positive disposition towards mathematics, recognising it as an accessible and useful discipline to study.

Students will focus on the following areas in Term 1:

Number

- Addition and Subtraction
 - Key ideas include combining, partitioning, part-part-whole, properties of addition, separation, comparison, properties of subtraction
- Fractions and Decimals
 - Key ideas include quantity, number triad, partitioning, equivalence, benchmarks
- Multiplication and Division
 - Key ideas include equal groups, composite units, properties of multiplication, division with a remainder, properties of division



Measurement

- Time
 - Key ideas include attribute, comparison, unit of measure, equivalence, conversion

Essential Assessment

Essential Assessment is a Victorian Curriculum Numeracy and Literacy assessment model that delivers a whole school approach to summative and formative assessment. Students will be assigned individual assessment tasks and activities throughout the year that aim to support their mathematical knowledge and key understandings of concepts taught. Literacy and Reading activities are also accessed for teachers and students to work through systematically. **This platform is for school use only and is not accessible for home use.**



Wellbeing

This term, in conjunction with the whole school, multi-age, wellbeing activities, we will focus on personal and social capabilities, with particular emphasis on Emotional Literacy. Lessons will be taken from the Respectful Relationships resource and will include:

- describing the influence that people, situations and events can have on our emotions
- investigating how emotional responses may vary in intensity
- understanding how to interact positively with others in different situations



Inquiry – Geography, Civics & Citizenship

This term, students will begin by revisiting Australia's laws and learning about the three levels of government and how Australia's democratic system developed. As part of our Geography learning, students will then explore Australia's location within the Asia-Pacific region and learn about our neighbouring countries. They will investigate similarities and differences in landscapes, climates, environments, and natural features between Australia and places such as Indonesia, Papua New Guinea, New Zealand, and Pacific Island nations. Students will also discuss how geography influences the way people live, work, and connect with one another, and consider Australia's relationships with its regional neighbours. Through this unit, students will build a deeper understanding of Australia's place in the world and develop an appreciation of the diverse environments and communities that surround us.



Digital Technologies



Classroom chromebooks will be used across curriculum areas in Year 4 as part of the Digital Technologies Curriculum. During Term 1, we will set up our Year 4 Google Classroom, which is where students will access some daily class work and Study Ladder for additional curriculum aligned resources.

Students will also undertake the eSmart Digital Licence+ Program, introducing them to the knowledge and skills they will need to approach the challenges of the digital world. This program, which is accessed through the Alannah and Madeline

Foundation, develops the students' digital intelligence, enabling them to use technology in a safe, balanced and healthy way through active self-regulation and self-awareness, and encourages them to communicate and collaborate online with respect, kindness and empathy.

Seesaw

We will continue using Seesaw this year. Please set notifications to 'on' so that you are alerted when your child uploads new learning they would like you to see, comment on and like.

Subject Teacher Timetable

The Timetable for Subject Teachers is as follows for Term 1:

Monday	Tuesday	Wednesday	Thursday	Friday
Homework Handed Out/Handed In Year 4 Sport	Examen	Performing Arts Mandarin Physical Education Visual Art		4EO Library every odd week 4MD Library every even week Assembly

Students are to wear their sports uniform on Mondays and Wednesdays.

Homework

It is very important that children read every night from a text they select, ideally with a page to be read **aloud and discussed with an adult**. These can be books from home or books from our class library.

For Term 1, weekly Homework will consist of Reading (10 minutes, four nights a week), Spelling (as required) and Numeracy. In addition, students may be asked to complete one other Maths/Religion/Inquiry/English task per week. Homework will be issued on a Monday and is to be returned **signed by a parent** the following Monday.

We do not expect students to need to complete homework over the weekend.

A reminder that Homework is not meant to be a challenge or a chore but a revision of work already covered in class with the main focus being the development of organisational skills. Please contact your child's teacher if there are any issues with Homework.

EXCURSION HELP/PARENT VOLUNTEERS:

Please note that due to changes in "Child Protection Policy" all volunteers need a "Working with Children Check" and in some cases a Police Check is required. For further information please see Caroline Reid.

Anaphylaxis and Allergies

Sacred Heart is a 'Nut Aware' school. We would appreciate your cooperation in refraining from sending food, snacks or treats (made or packaged) that contain nuts (e.g. peanuts, cashews, peanut butter and Nutella) to school or any school gathering. If your child has a medical management plan, please ensure this has been uploaded to the nParent Portal.

Birthday Treats

Should your child be celebrating a birthday and wish to hand out treats please send in a commercially wrapped treat to share with the class. For safety purposes no lollipops. Please also let the teacher know in case they need to cater for a child with an allergy. We appreciate your ongoing support with this.

Diaries

Diaries are used as a source of communication between parents and the classroom teacher and are also a record of what is scheduled for the week. Please sign your child's diary on a Monday night to stay informed. Diaries are required to be at school **every day**.

If your child is absent for any reason, please inform the school before the school day commences by phoning the office to record the absence or sending an email to admin@shkew.catholic.edu.au

Please also note that your child needs to sign themselves in at the Office if they are a late arrival.

If you have any need to contact us throughout the term we would love to hear from you via the usual methods, a note in the diary, a phone call to the office that we will return as soon as possible or an email to admin@shkew.catholic.edu.au that Caroline Reid will forward and again we will respond as soon as possible.

We are looking forward to a wonderful term of learning and fun,

Liz, Mak and Matt

Term 1 Important Dates:

Friday 13th February - Whole School Welcome Picnic

Tuesday 17th February - Shrove Tuesday

Wednesday 18th February - Ash Wednesday

Thursday 19th February - Open Day 9:30 - 10:30am

Thursday 26th February - District Swimming (not all students)

Thursday 5th March - Friday 6th March - School Closure Days

Monday 9th March - LABOUR DAY Public Holiday

Friday 13th March - Year 4 Parish Mass

Friday 20th March - Multicultural Day

Tuesday 24th March - Open Day 9:30 - 10:30am

Wednesday 25th March - Parent/Teacher Chats (12:45pm finish)

Wednesday 1st April - Sports Day

Thursday 2nd April - END OF TERM 12:45pm finish, casual clothes day

-- Term 1 School Holidays – (Mon 6th April - Friday 17th April)

Monday 20th April - Term 2 Begins

Thursday 23rd April - School Photos