

Year Four Curriculum Letter

Term Three, 2025

SACRED HEART
CATHOLIC SCHOOL KEW



Dear Parents,

Welcome to Term Three and thank you for the interest and support received in Semester One. Congratulations to our class leaders for Semester 2, 2025:

| | |
|---|--|
| 4EO | 4MD |
| Class Captains: Paris and Celina | Class Captains: Isabel and Xabi |
| Environmental Monitors: Noah and Stella | Environmental Monitors: Helena and Raf |

RELIGIOUS EDUCATION

The Eucharist – Celebrating Jesus' Presence

This term, First Eucharist will be our major learning focus across curriculum areas. Students will explore the meaning and importance of the liturgy of the Eucharist, its context in the Catholic faith, Tradition and within the Mass itself.

All students will participate in the learning as part of the curriculum design whether they are registered to receive the Sacrament or not (or may already have received it).

First Eucharist Masses

Sunday 3rd August: First Eucharist Mass (9.30am) or Saturday 2nd August (6pm)

ENGLISH

In line with the updated English 2.0 curriculum, we will be teaching and learning through the 3 interrelated strands of Language, Literature and Literacy. The 3 strands focus on developing students' knowledge, understanding, grammar and skills in listening, reading and viewing, speaking, writing and creating. Grammar and punctuation will be embedded into the 3 strands.

Language

This term, students are broadening their understanding and applying new vocabulary when speaking, reading, and writing. They learn to expand their sentences by placing adverbials at the beginning to add prominence, description, and precision. Students also develop their writing by adding independent clauses to dependent clauses, allowing them to construct complex sentences. These skills support their ability to communicate clearly and effectively, as well as deepen their comprehension and use of language across various contexts.

Literature

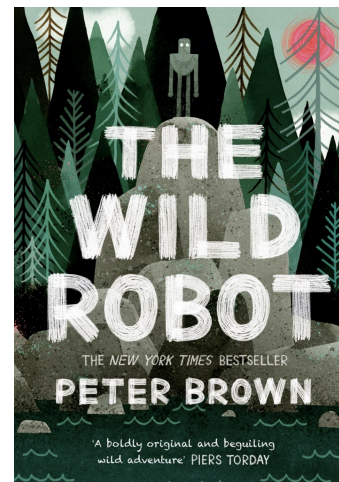
Students learn to identify how an author makes a story engaging and connects with the reader through purposeful text structures and language choices. They explore how different literary devices, such as similes, metaphors, and imagery, are used to enhance the text and convey deeper meaning. Students are encouraged to identify and discuss these techniques to better understand the author's intent. They also identify reasons for a character's actions by considering events in the story and their consequences. Additionally, students examine a character's traits by analysing their actions and dialogue, allowing them to develop a deeper understanding of the characters and the overall narrative.

Literacy

Students will respond to queries by sharing and extending their ideas and opinions about a text in order to demonstrate and support their comprehension. They will learn to write a clear summary sentence that captures the main idea of a text. Students will learn to understand the purpose of persuasion and to identify the purpose of a written argument. They will do this by learning to recognise common language features and persuasive devices used to influence the audience. When planning for writing, students research and summarise information from several sources. They then apply their understanding by using persuasive devices in a persuasive letter to strengthen their argument and communicate their position effectively.

Term Novel:

The Wild Robot by Peter Brown is a touching and thought-provoking novel about a robot named Roz who unexpectedly finds herself alone on a remote, wild island. As she learns to survive in the untamed environment, Roz must adapt, make unlikely friendships, and discover what it truly means to belong. Blending adventure, emotion, and nature, this story invites readers to explore themes of identity, community, and compassion in a unique and captivating way.



Spelling

This term we will continue to use Spelling Mastery as our spelling program. Spelling Mastery is a direct instruction spelling program designed for primary aged students. Spelling Mastery encourages students to learn strategies to spell correctly rather than rely on memory alone. It uses a combination of phonemic, morphemic, and whole-word approaches to teach spelling skills. The program aims to help students learn to spell with strategies, patterns, and rules, rather than relying on rote memorisation.

MATHEMATICS

Students will focus on the following areas:

Number

- Multiplication and division
 - Key ideas include equal groups, composite units, properties of multiplication, division with a remainder and properties of division
- Fractions
 - Key ideas include quantity, partitioning and equivalence
- Decimals
 - Key ideas include quantity, number triad, partitioning, equivalence, benchmarks, base-10 system and digit position

Measurement

- Angles
 - Key ideas include attribute and comparison

Space

- Location
 - Key ideas include objects that have a position in 2D space which can be changed and recorded

INQUIRY: CIVICS AND CITIZENSHIP

This term, we will continue to focus on Civics and Citizenship as part of our Inquiry unit *How is Australia Governed*. Students will explore Australia's system of government and understand that Australia is part of the British Commonwealth. They will investigate the three levels of government in Australia and develop an understanding that each level of government has different responsibilities to make our society run effectively.

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 Personal Strengths. Lessons will be taken from the Respectful Relationships resource and will include:

- What are personal strengths?
- Strengths we use everyday
- Setting goals to develop strengths

WEEKLY TIMETABLE

The Timetable for Subject Teachers is as follows for Term 3:

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---------|--|--|-------------------------------------|
| Homework Handed Out/Handed In Year Level Sport | | Performing Arts (Mrs Mulhall) Mandarin (Mrs Chen) | Physical Education (Mr O'Shea) Visual Art (Mrs Burnes) | Spelling Assessment Assembly |

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

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 3, weekly Homework will consist of Reading (10 minutes, four nights a week), Spelling (as required) and Mathematics. In addition, students may be asked to complete one other Mathematics/Religion/Inquiry/ English task per week. The amount of homework assigned each week will be determined by classroom learning. Homework will be issued on a Monday (beginning Monday July 21st) to be returned **signed by a parent** the following Monday.

We do not expect students to complete Homework over the weekend.

Remember 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.

As mentioned above, when the Year 4 Google Classroom has been set up for the year, this is where students will access their homework.

DATES FOR YOUR DIARY

July

- 21st - Term 3 commences
- 25th - Grandparents and Special Persons' Day
- 25th - Semester 2 Leaders badge presentation 2:30pm
- 28th - First Aid Program
- 28th - Andrew Fuller - Building Resilience Family Night

August

- 1st - First Eucharist Reflection Day
- 2nd & 3rd - First Eucharist Masses (Parish Mass)
- 8th - Year 3/4 Soccer Day
- 11th - 15th - Science Week
- 18th - 22nd - Book Week
- 18th - Character Dress Up Day
- 22nd - Author visit (Charmaine Ledden-Lewis)

September

- 3rd - Father's Day Stall
- 5th - Father's Day Classroom Visit, Morning Tea and Paraliturg
- 19th - End of Term 3 Footy Colours Day (12:45pm finish)

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, adventure and fun,

Mak, Matt and Liz