

# Year Four Curriculum Overview - Term 4 , 2024



## Education in Faith

In Education in Faith, students will continue their faith development and understanding of how Catholics strive to follow in the footsteps of Jesus by helping others. They will reflect on the importance of belonging to a Church and school community and identify ways to contribute to each. Students will make connections to the role that Catholic Mission Australia plays in supporting those in need around the world through financial, medical and educational assistance. They will investigate key figures from the church's history and learn how they contributed to the development and growth of the Church. During Advent, students will learn about Jesus' family tree through their study of the Jesse Tree.

## English

In Reading and Viewing, students will complete their book study of *Kensuke's Kingdom*. They will continue to develop vocabulary, sentence structure and grammatical skills whilst consolidating their understanding of figurative language and how authors use it as a tool to engage their audience. Students will practice reading aloud, focussing on appropriate phrasing and fluency, whilst using punctuation to assist.

In Writing, students will continue to work on 'bumping up' their sentences by incorporating a range of new vocabulary from a variety of sources. They will add interest to their writing by using a range of simple, compound and complex sentences and develop note taking skills while researching information about a variety of topics. Students will consolidate their understanding of the structure and features of a persuasive text and use these skills to express their opinion on a topic in a convincing manner. Narrative writing will be revisited, with a focus on entertaining audiences with interesting characters, settings and plots. In Term Four, students will continue to focus on a weekly S.M.A.R.T. spelling sound focus, using syllable, letter and sounding out strategies to spell and analyse new vocabulary.

In Speaking and Listening, students will focus on listening carefully to texts read aloud by the teacher and peers in order to answer questions correctly and succinctly. Students will be encouraged to contribute their opinions to class discussions and support these opinions with appropriate reasons. When sharing their learning, students will be encouraged to project their voices, demonstrate confident body language and answer questions posed by others.

## Mathematics

In Number, students will learn and build on the concept of place value to include tenths and hundredths. They will use decimal notation to name and represent decimals. In Finance, students will solve problems involving purchases and will calculate change to the nearest 5 cents with and without digital tools.

In Measurement, students will solve problems involving the duration of time including situations involving 'am' and 'pm' and conversions between units of time. They will use scaled and digital instruments to interpret unmarked and partial units to measure and compare masses and capacities using appropriate units.

In Space, students will create and interpret grid systems using grid references and directions to locate and describe positions and pathways.

## Wellbeing

Students will continue to work through the Resilience, Rights and Respectful Relationships program, exploring concepts within the Personal and Social Capability curriculum, such as help seeking, how to build new friendships and the development of a growth mindset. Students will continue to be exposed to Berry Street strategies to assist with managing their emotions and staying engaged in the learning. Weekly sessions of 'The Howie Games Education Program' will also allow students to develop lifelong wellbeing skills and learn from the experiences of high profile celebrities.

## Inquiry Learning

### *Science: Is the heat on? The heat is ... ON!*

In Inquiry, students will learn the difference between temperature and heat, using examples to show how heat is created and moved. They will explore how heat causes solids to change into liquids and vice-versa. Students will discuss how to carry out investigations safely and will use tools to take and record measurements. They will explain what they observe and compare their results with what they predicted. Throughout the process, students will use both formal and everyday language to share their observations, methods and findings.

## Digital Technologies

Students will continue to develop their knowledge of navigating chromebooks and Cyber Safety. They will have the opportunity to complete their work on Google Classroom to support the development of their technological abilities, particularly their typing confidence and efficiency. Students will participate in an *'Inform and Empower'* cyber safety webinar, with a focus on *'being safe and secure'* online.

## Performing Arts

Students will explore the performance-based discipline of Music. To begin, the students will be introduced to the foundations of notation. They will learn to recognise the different standard rhythm notations such as minim, crotchet, quaver and semibreve, and to recognise equivalent rests and be able to read them accurately. The students will learn to play a range of short rhythmic phrases using untuned percussion instruments, and will work in groups and individually to compose, record and perform their own short rhythmic phrases. Finally, the students will learn a Christmas song to perform at this year's Community Christmas Carols.

## Visual Art

Students will begin a construction and modelling unit, focussing on working with clay. The term will start with students experimenting with clay and learning various techniques, such as coiling, rolling, and shaping, to build their foundational skills. Students will be inspired by the artist *Claude Monet* and will design and sculpt their own frogs, set in Monet's garden. They will focus on clay techniques such as shaping, scoring, and using slip to join their pieces together. To complete the project, students will create a habitat for their frogs by painting a pond and adding features to make the scene resemble a natural habitat. Later in the term, students will revisit self-portraits, completing a new one to compare with the portrait they made at the start of the year, reflecting on their progress. The term will conclude with Christmas activities, where students will reflect on the meaning of Christmas and its religious significance.

## Physical Education

In Term Three, we were unable to complete the planned gymnastics and Free G unit due to unavailability of the Community Centre. Students instead participated in a unit of Volleybounce, a modified version of Volleyball. They focussed on learning the correct serve, set and dig techniques, and will work on controlling the ball from a single bounce. Students thought about court movement and ball placement when playing a shot.

In Term Four, students will participate in the previously planned unit of gymnastics and FreeG. During this unit they will safely learn a variety of gymnastics skills including rotations, precision jumps and vaults that can vary in complexity for individual students. FreeG is an exciting combination of gymnastics, obstacle training and freestyle movement. Through a mix of dynamic games, skills, progressions and challenges, students will develop their coordination, strength and agility. They will begin to link movements learnt to form simple sequences. Later in the term, they will also participate in a unit on invasion games where they will consider attacking and defensive strategies when moving the ball down a court to score.

## Italian

Students will study a unit of work called *'Il Tempo'* (Weather). They will learn new vocabulary related to weather conditions and the names of the seasons in Italian. Students will learn the names of the months of the year and which season each month belongs to and will create a weather poster where they will name seasons, months of the year and give a description of the weather conditions for that season in Italian. They will look at different maps of Italy and Australia and will be asked to describe the weather conditions from the weather symbols provided and students will use simple Italian sentences to describe the weather in written form and orally. They will complete various listening, speaking, reading and writing activities based on the weather.