

Year Four Curriculum Overview – Term Three, 2024



Education in Faith

In Education in Faith, the students will investigate the concept of initiation and learn how, through the *Sacraments of Initiation-Baptism, Eucharist and Confirmation*, Christians are welcomed into, nourished and strengthened as members of the Catholic Church. In preparation for receiving the *Sacrament of Eucharist*, students will develop an understanding of the importance of sharing a meal with others and make connections between *The Last Supper* and the *Liturgy of the Eucharist* that we celebrate today. Students will learn about the symbols and rituals associated with receiving the Eucharist and further develop their understanding of the different parts of the mass and how they can actively participate in it. Students will also examine and explain connections between their family, local parish, the Archdiocese and the papacy and learn about key figures from history who contributed to the development and growth of the Church. They will reflect on what it means to belong to the Church and school communities and suggest ways they can contribute to each.

English

In Reading and Viewing, students will study the 1951 cartoon version of the movie *Alice In Wonderland*, to prepare for our excursion to ACMI in Week Four. Students will collaborate to prepare scripts based on the movie and perform in front of a green screen, using costumes and props to innovate on the original story. Students will complete a book study on *Kensuke's Kingdom* where they will develop vocabulary, sentence structure and grammatical skills, while investigating the setting, plot and characters.

In Writing, students will continue to develop their poetry writing skills. Students will investigate a variety of poetry types and use poetic devices such as rhythm and rhyme to attract their audience. Narrative skills will also be developed and linked to our Media Arts Inquiry unit where storytelling will be a focus. Persuasive writing skills will also be revised and linked to the book study on *Kensuke's Kingdom*. In Term Three, 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 be encouraged to participate in class discussions, emphasising the importance of turn taking and respectful listening skills. Students will practise voice projection while developing confidence to speak in front of an audience whilst reciting poetry, performing scripts and presenting their learning at our weekly assembly.

Mathematics

In Number, students will learn how to find equivalent representations of fractions using related denominators and make connections between fractions and decimals. They will count by multiples of quarters, halves and thirds, including mixed numerals and will locate and represent these fractions as numbers on number lines. Students will gain an understanding of place value to tenths and hundredths and use the conventions of decimal notation to name and represent decimals.

In Algebra, students will find unknown values in numerical equations involving addition and subtraction. They will recall and demonstrate knowledge of multiplication facts up to 10×10 and related division facts, and will explain the patterns in these.

In Space, students will explain and compare the geometric properties of two-dimensional shapes and three-dimensional objects. They will also describe the similarities and differences between two-dimensional shapes and three-dimensional objects. Students will create and interpret grid reference systems and use grid references and directions to locate and describe positions and pathways. They will recognise line and rotational symmetry of shapes and create symmetrical patterns and pictures.

In Probability, students will describe possible everyday events and the possible outcomes of chance experiments and order outcomes or events based on their likelihood of occurring. They will also identify independent or dependent events. Students will conduct repeated chance experiments to observe relationships between outcomes in games and other chance situations and they will identify and describe the variation in results.

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

Media Arts - What role does Media Art play in storytelling?

Students will explore how Media Art contributes to storytelling while examining both traditional dreaming stories and modern narratives. They will study the context, audience, and purpose of storytelling. Students will gain hands-on experiences using different media art forms like stop motion, photography, sound effects and video games. Finally, students will select their preferred medium and use it to create their own unique story, drawing on the skills they have learned.

Digital Technologies

Digital technologies will play an important role in our Media Arts inquiry focus throughout the term. As well as using Chromebooks to complete online assignments using the Google Apps For Education, such as Google Classroom, Google Slides and Google Docs, students will use iPads to capture photos and transform these photos into a sequence which tells a story. In doing so, the students will be reminded about Cyber Safety and their responsibilities when working online.

Performing Arts

Students will continue to refine their class items to be performed in this term's whole school production. They will continue to develop their expressive skills and timing, learn how to accurately space and position themselves during their performance, learn common theatre terms, and learn strategies to deal with performance nerves. To finish the term, the students will respond to a series of questions to reflect on and self assess their rehearsal and performance experience. This will include describing their participation and collaboration efforts, the emotions they experienced during different points of the production process, how they felt the audience responded to their performance, and what they did well.

Visual Art

At the beginning of Term Three, students will deepen their understanding of NAIDOC Week by creating a dot painting paper plate snake, using earthy tones to represent the connection First Nations people have with country. Year 4 students will embark on a special artwork project in celebration of the Eucharist. This project will involve various artistic techniques and materials, allowing students to create a meaningful and visually captivating piece that reflects the significance of the Eucharist. Students will then begin learning the basics of sewing. They will start with fundamental skills such as threading a needle and mastering a basic stitch. This foundational knowledge will set the stage for more complex projects. As students become confident with threading a needle and performing a basic stitch, they will proceed to design their own 'ugly doll.' This process will begin with sketching their unique doll designs, encouraging creativity and personal expression. Students will then use their new sewing skills to bring their sketches to life, carefully following each step of the sewing process. This project will not only enhance their technical abilities but also provide them with a sense of accomplishment as they create their own handmade dolls.

Physical Education

Students will apply fundamental movement skills in an athletics unit as students prepare for the Athletics Trials Day. All students will learn the correct techniques in a number of athletic events including; shot put, discus, long/triple jump, hurdles and running events. Students will then participate in a unit of Gymnastics and FreeG. During this unit they will safely learn a variety of gymnastics skills including rotations, individual static balances, spring and landings 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.

Italian

Students will study a unit of work called 'Let's explore Italy'. They will explore where Italy is on the world map, they will label continents and oceans and write the names of the bordering countries. The students will study and label the map of Italy showing the capital, major cities, the alps and the major bodies of water that surround Italy. They will learn about the regions of Italy and name the 21 regions. Students will research quick facts about Italy such as Italy's area, population, climate, currency and Italian products, and will also investigate the National flag and what the colours represent. Students will research Italian foods and the regions they come from, as well as investigating Italy's most popular sports and write about these. Finally, students will investigate famous Italians, past or present who have made a difference in the world.