



# St Joseph's Catholic Primary School

## Year 4 Curriculum Note

### Term 3, 2020

#### Teachers

**4J** - Mr G Cox

**4M** - Mrs J Parker

**Learning Support Teacher** - Mrs Laura Aguilera

**Creative Arts** - Mrs Paola Birac / Mr Miguel Aguilera (Tuesday)

Dear Parents,

Welcome to the start of Term 3. The following is an outline of some of the learning experiences your child will be participating in this term.



## Curriculum Learning

Please find below an overview of the topics we will be covering this term, hoping this will enhance the student's learning through family discussion, reading and sharing.

### Religious Education

#### Unit 1: Mary the Mother of God: The First Among the Saints

This unit content begins by exploring, listening and perceiving through the senses. It introduces reflective listening which involves reflecting on the events and experiences of one's life, and discerning God in this. In this way we can respond to God's call to us in the events of our lives.

The unit will also look into the significant life of Mary and particularly 4 key moments; The Annunciation, The Visitation, Finding of Jesus in the Temple and Mary at Calvary. In doing so students will learn valuable lessons of humility, care and kindness. They will finally study 'The Hail Mary' and look into the life of Mary MacKillop, drawing life lessons from both significant elements of the Catholic Church.

#### Unit 2: One with God's Creation

We are all created in the image of God and are called to live in harmony with our world. In this unit, students will develop a deeper understanding of God as creator, and will appreciate more fully that creation is good. We are called to be one with each other and the earth community. The unit focuses on developing an understanding of our responsibility to care for God's creation. It also explores our decisions to respect and care for the environment which will affect our world, both now and in the future.



***PB4L in the classroom is a behaviour management system used to communicate clear behaviour expectations based on our 3 schools rules.***

#### Be Respectful

- Look and listen to the speaker
- Follow instructions the first time
- Raise your hand and wait for your name before speaking
- Use your inside voice and friendly words
- Knock and wait to be invited into a room.

#### Be Responsible

- Stay on task at all times
- Complete learning jobs
- Use classroom resources with care
- Keep resources in their correct place
- Be prepared with learning materials
- Use IT for classroom learning tasks

#### Be Safe

- Sanitise hands before eating and before entering the classroom
- Respect other people's personal space
- Walk at all times
- Keep hands and feet to yourself
- Store bags in designated areas
- Chairs under tables and four on the floor
- Seek permission to leave the room

# Curriculum Learning

## English

In Year 4, students read and write about familiar content that relates to other learning areas. Students read more difficult texts on their own, such as chapter books and non-fiction information and can write in different styles.

This term students will:

- independently read, view and respond to familiar and challenging texts and justify interpretations of ideas, information and events using a range of skills and strategies.
- integrate a range of skills and strategies efficiently when reading, interpreting, analysing and evaluating texts and visual images.
- plan, draft and publish imaginative texts (narratives and poetry) and informative texts (newspaper reports) containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features.
- identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understandings.
- create well-structured imaginative and informative texts in terms of topic, purpose, audience and language by drafting, proofreading and editing for familiar and unfamiliar audiences.
- use simple, compound and complex sentences, paragraphing, punctuation and grammatical features characteristic of the various texts to support meaning.
- spell familiar and unfamiliar words using knowledge of letter–sound correspondence, regular and irregular spelling patterns, spelling rules and a range of other strategies.
- communicate expressively and clearly with growing proficiency about ideas and information in classroom, school and social situations for a range of purposes.
- use increasing fluency when writing, applying NSW Foundation Style as appropriate, and develop digital publishing skills.



## Mathematics

In Year 4, students further develop their understanding of multiplication and division, fractions and decimals, time, addition and subtraction and angles.

This term students will:

- use mental and informal written strategies for multiplication and division
- use mental strategies to recall multiplication facts up to  $10 \times 10$  and related division facts.
- record the arrangements of common shapes used to create other shapes, and the arrangement of shapes formed after splitting a shape, in diagrammatic form, with and without the use of digital technologies
- use place value to partition decimals of up to two decimal places
- read and interpret timetables and timelines
- read and interpret calendars
- select, use and record a variety of mental strategies to solve addition and subtraction problems, including word problems, with numbers of up to and including five digits
- classify angles as acute, right, obtuse, straight, reflex or a revolution
- find the missing number in a number sentence involving operations of addition or subtraction on both sides of the equals sign
- make a measuring device calibrated in multiples of 100 mL to measure volume and capacity to the nearest 100 mL
- use N, E, S and W to indicate north, east, south and west.

## HSIE

### GEOGRAPHY – Leave No Footprint

Students will explore the climate, natural vegetation and native animals of places in Australia and Asia. They will examine the importance of natural vegetation and natural resources to the environment, animals and people and learn about the ways people value environments, including Aboriginal and Torres Strait Islander communities. Students will identify sustainable practices and recognise that there are differing views on how sustainability can be achieved. Students will create an improved waste collection process to demonstrate how waste can be managed more sustainably in their local area or school.

## Personal Development, Health and Physical Education

In the **Physical Education** unit (PE), students will be further developing their fundamental movement skills through both a skills and game sense approach.

The focus of the unit is learning fundamental movement skills (throwing, catching, striking, sprint run) that will help them move in a variety of environments. They will also be focusing on using and developing their communication, collaboration, decision-making and problem-solving skills as they participate in various movement challenges, with the opportunity to be tactical and creative when playing striking and fielding. They will also develop the communication skills of active listening and taking turns to speak. These skills are important for working in groups and enabling everyone to participate.

In **Personal Development & Health**, the focus of the unit is learning about personal identity, managing healthy relationships and maintaining good mental health and wellbeing. This is done by giving students opportunities to learn and have practical scenarios regarding decision making, personal choices and bullying behaviours. Furthermore, the unit will also give students an opportunity to identify types of abuse and different influences. Whilst this is being achieved students will further their communication, collaboration and decision-making abilities through opportunities to apply knowledge, understanding and skills to take action and enhance their own and others' health, safety, wellbeing and participation in physical activity.

## Creative Arts Visual Arts

In Visual Arts the students will be furthering their understanding of colour by looking and creating artworks in acrylic paint using tints, shades and tones.

They will also explore the diversity of Indigenous Art by focussing on the Tjanpi Desert Weavers; women in the remote Central and Western deserts who earn an income from contemporary fibre art. They will learn about the women who use natural fibre, and create their own sculpture using wool, raffia and other materials.

### Music

Our Music unit this term will offer students the opportunity to develop and strengthen the enjoyment and understanding of music through singing, playing and moving. Students will construct an understanding of instruments, music elements and structures and will be immersed aurally and visually in music appreciation. The skills of aural discrimination and introduction to music reading will be developed through graphic representation of sound and simple traditional music notation. Students will also explore music concepts through a range of repertoire and improvise their own musical phrases.



### Morning Arrival

Students are expected to be at school before the first bell at 8:50am.

### Absentee Notification

If your child is absent for any reason, it is very important that parents inform the school via the Compass Parent Portal for whole day absences. This is a legal requirement.

## Home Learning



Students are required to read each night, Monday through to Thursday. In Stage 2, students are encouraged to read for 20-30 mins. Reading must be recorded in the home reading log and signed by parent/carer. Parents can support their child's reading development by listening to, reading with and discussing the text with their child each night.

Useful sites for parents include;

- [Parents' guide to reading at home](#)
- [Reading with your child at home](#)

Students have the option to access the various websites and apps used in the classroom to further support and consolidate learning.

# Habits of Mind



## What are the Habits of Mind?

The Habits of Mind are a set of 16 thinking skills that intelligent thinkers use to solve problems in which the answer is unknown. Researched and developed by Arthur Costa & Bena Kallick, these thinking skills or habits, are present in the best decision makers.

*Habits of Mind is knowing how to behave intelligently when you DON'T know the answer. It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties. Art Costa*

Here at St Joseph's we use the Habits of Mind to focus on how to respond under challenging conditions that demand reasoning, critical thinking, insightfulness, perseverance and creativity. Having information is important but knowing how to act on it is learning at a higher level.

The 16 Habits of Mind are:

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humour
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

 <p><b>1. Persisting</b> <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p><b>2. Managing Impulsivity</b> <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p><b>3. Listening with understanding and empathy</b> <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p><b>4. Thinking flexibly</b> <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p><b>5. Thinking about your thinking (Metacognition)</b> <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p><b>6. Striving for accuracy</b> <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p><b>7. Questioning and problem posing</b> <i>How do you know?</i> Having a questioning attitude; knowing what data are needed &amp; developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p><b>8. Applying past knowledge to new situations</b> <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p><b>9. Thinking &amp; communicating with clarity and precision</b> <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p><b>10. Gather data through all senses</b> <i>Use your natural pathways!</i> Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p><b>11. Creating, imagining, and innovating</b> <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p><b>12. Responding with wonderment and awe</b> <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p><b>13. Taking responsible risks</b> <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p><b>14. Finding humor</b> <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p><b>15. Thinking interdependently</b> <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p><b>16. Remaining open to continuous learning</b> <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>



**WASTE  
FREE  
WEDNESDAYS**

Each morning students will participate in Crunch and Sip. Please ensure your child has fresh fruit or vegetables to crunch on at this time in a reusable container. Drink bottles (Water) will also become part of the classroom environment so students can keep their brains well hydrated throughout the day.



To reduce waste and develop positive habits and awareness of the environment students are asked to use reusable containers each Wednesday for all food items.



## Year 4 Events/Responsibilities



Monday	Tuesday	Wednesday	Thursday	Friday
Sports Uniform (4M)		Waste Free Sports Uniform (4J & 4M)		Sports Uniform (4J)

## 1:1 iPad (Stage 3) – Friendly reminder

iPads are powerful learning tools that provide choices when communicating and creating. We aim to develop responsible, safe and respectful digital citizens equipped with skills to be life-long learners in a dynamic world. If iPads are misused, the school's PB4L policy and the student redirection process will be implemented.



### iPad Responsibilities before coming to school

- Have all iPad and app updates complete
- Use a sturdy case and screen guard
- Charge every night (not in bedroom)
- Close all games
- Close all internet tabs
- Complete updates regularly
- Turn notification sounds off
- Bring headphones to school

### iPad in the Classroom

- Be a responsible digital citizen
- Use at the correct time
- Play games at home only
- Use messenger/facetime at home with parental permission
- Take photos of others for school use only with the person's permission
- Avoid water/food near iPad
- Have a secure passcode

**Students must remember to have their iPads with them everyday, fully charged.**

## REMINDERS

- Be prepared for active learning everyday
- Please ensure your child has the stationery they need for their learning each day along with a set of headphones that can be kept at school
- Remember that eating fresh food, exercising and getting a good night's sleep helps you get ready for a great day of learning
- Could each student please bring in one box of tissues for the class to use over Semester 2, that would be appreciated

Remember that should you wish to speak with your child's teacher about their learning or have any further concerns or questions, please do not hesitate to contact us via the school office to make an appointment.

Email: [info@sjbdow.catholic.edu.au](mailto:info@sjbdow.catholic.edu.au)

Phone: 42831111

Kind Regards,  
Mr Cox and Mrs Parker