




## Year Four Curriculum Overview – Term Two, 2024

Dear Parents and Carers,

Below is a summary of the content to be covered in each Key Learning Area in Term Two.

<p><b>Religious Education</b></p> 	<p><b>Unit 1: First Eucharist</b></p> <p><b>Our big question is:</b> What is the Eucharist?</p> <p><b>Our other essential focus questions are:</b></p> <ol style="list-style-type: none"><li>1. How do we celebrate in our families?</li><li>2. How is the Last Supper and the Eucharist the same?</li><li>3. Are there other times when Jesus shared meals with others?</li><li>4. How do we receive the Eucharist?</li></ol> <p><b>Unit 2: Mary- Woman, Mother and Disciple.</b></p> <p><b>Our big question is:</b> How can we be Disciples like Mary?</p> <p><b>Our other essential focus questions are:</b></p> <ol style="list-style-type: none"><li>1. How is Mary a model of discipleship for us?</li><li>2. Who was Mary, the mother of Jesus?</li><li>3. How was Mary both disciple and evangelizer?</li><li>4. How do we relate to Mary today?</li></ol>
<p><b>English</b></p> 	<p><b>Unit Title: Exploring Mother Earth and Space</b></p> <p><b>Unit overview:</b> In this unit students will explore themes of life on earth, space, and sustainability as they are presented within informative and imaginative texts. They will identify the different structures and features of informative texts in a range of texts and how these different structures and features support the purpose of the texts in which they are used.</p> <p>In this unit, students will also explore the mentor concept of ‘genre’ and the supporting concept of ‘perspective and context’ through a deep analysis of the texts <i>Deadly Science – The Solar System: Book 5</i> and <i>Meanwhile Back on Earth</i>. Throughout the unit, students will understand that genre refers to texts that are grouped according to purpose, subject matter, form, structure, and language choices. Drawing upon the mentor texts studied in this unit, student will create informative texts using a variety of multimodal media. Work in English is done through independent, group and whole class activities.</p> <p><b>Reading:</b> fluency and phrasing, comprehension strategies and decoding strategies</p> <p><b>Writing:</b> Students will research a subject with a view to composing either a print or digital version (e.g. a short video) of an informative text, using multimodal elements such as diagrams, photographs, or models to enhance their text. Students will plan, create, and revise texts considering perspective and context and informative purposes.</p> <p><b>Speaking and Listening:</b> Students will make notes when listening to spoken texts, asking questions to clarify or follow up on information and seeking assistance if required. They will contribute to discussions with peers and stay on topic, build on others' ideas, and express own ideas. They will also Reflect on and monitor own presentations according to given criteria</p> <p><b>Modelled Reading:</b> Australian Geographic (2022) <i>Deadly Science – The Solar System: Book 5</i> (Tutt C, ed), Jeffers O (2022) <i>Meanwhile Back on Earth</i>, HarperCollins Publishers,</p>
<p><b>Science and Technology</b></p> 	<p><b>Our inquiry question for this term is:</b> Who and what can impact on the changes to the Earth’s surface?</p> <p><b>Sub Questions:</b></p> <ul style="list-style-type: none"><li>* How do natural processes and human actions change the Earth’s surface over time?</li><li>* What occurs as a result of the interactions between the Earth and the Sun?</li></ul>

**Mathematics**



During Term two, students will be exploring the following big ideas:

Syllabus Areas	Big Idea	Content Groups
<b>Measurement and Geometry</b>	What needs to be measured determines the unit of measurement.	<ul style="list-style-type: none"> <li>Represent and interpret digital time displays.</li> <li>Use 'am' and 'pm' notation.</li> <li>Use scaled instruments to measure and compare lengths</li> </ul>
<b>Number &amp; Algebra</b>	Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations.	<ul style="list-style-type: none"> <li>Recall multiplication facts of 2 and 4, 5 and 10 and related division facts.</li> <li>Represent and solve problems involving multiplication fact families.</li> <li>Investigate number sequences involving related multiples.</li> <li>Use known number facts and strategies.</li> <li>Operate with multiples of 10</li> </ul>
<b>Measurement and Geometry</b>	What needs to be measured determines the unit of measurement.	<ul style="list-style-type: none"> <li>Measure the areas of shapes using the grid structure.</li> <li>Compare surfaces using familiar metric units of area</li> </ul>
<b>Measurement and Geometry</b>	Understanding relationships between the properties of 2D shapes helps visualise and organise spaces in the world.	<ul style="list-style-type: none"> <li>2D Shapes: Create two-dimensional shapes that result from combining and splitting common shapes.</li> <li>Create symmetrical patterns and shapes.</li> </ul>
<b>Measurement and Geometry</b>	Angles are the primary structural component of many shapes.	<ul style="list-style-type: none"> <li>Identify angles as a measure of turn.</li> <li>Compare angles to a right angle.</li> </ul>
<b>Measurement and Geometry</b> <b>Statistics and Probability</b>	<b>Visual representations help understand aspects of the world (chance and position)</b>	<ul style="list-style-type: none"> <li>Create and interpret grid maps.</li> <li>Use directional language and describe routes with grid maps.</li> <li>Describe the likelihood of outcomes of chance events.</li> <li>Identify when events are affected by previous events</li> </ul>

**Creative Arts**



**AUSTRALIA: Day and Night (Science and Technology)**

**Learning Objective:**

Students explore why artists make artworks, how artists use drawing and painting techniques. They will touch on perspective and 3D effect. Artists studied will be Van Gogh, Paul Klee, Alexander Calder and Aboriginal artists. Some art will be linked to the Science theme of The Earth's Surface, looking at Day and Night and Glaciers. Techniques for making these artworks will also vary as students develop skills in using paints and oil pastels.

**PDHPE**



This term we will take part in the Second Step Program - Teaching Skills for Social and Academic Success. The table below gives an outline of the weekly focus.

Unit 2: Emotion Management

Lesson	Concepts	Objectives—Students will be able to:
10. Introducing Emotion Management	<ul style="list-style-type: none"> <li>When you feel strong feelings, it's hard to think clearly.</li> <li>Unmanaged, strong emotions can lead to negative behavior and consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Describe what triggers their own strong emotions</li> <li>Describe what happens in their brains and bodies when they experience strong emotions</li> </ul>
11. Managing Strong Feelings	<ul style="list-style-type: none"> <li>Staying in control of your emotions and actions helps you get along better with others and be successful at school.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to interrupt escalating emotions</li> <li>Determine a person "signal"</li> <li>Identify and name strong feelings as they occur</li> </ul>
12. Calming Down Anger	<ul style="list-style-type: none"> <li>Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Identify situations in which they might need to calm down</li> <li>Demonstrate the technique for deep, centered breathing</li> <li>Identify and demonstrate other Calming-Down Strategies (counting, using positive self-talk)</li> </ul>
13. Managing Anxiety	<ul style="list-style-type: none"> <li>Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations.</li> </ul>	<ul style="list-style-type: none"> <li>Identify situations that cause anxiety</li> <li>Apply what they've learned about calming down to anxiety-provoking scenarios, including academic challenges</li> </ul>
14. Avoiding Jumping to Conclusions	<ul style="list-style-type: none"> <li>Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify emotion-management strategies</li> <li>Demonstrate Assertiveness Skills</li> <li>Identify and demonstrate positive self-talk statements</li> </ul>
15. Handling Put-Downs	<ul style="list-style-type: none"> <li>Calming down helps you handle put-downs and avoid making conflicts escalate.</li> </ul>	<ul style="list-style-type: none"> <li>Identify strategies for handling put-downs</li> <li>Demonstrate what they've learned about strategies for calming down</li> <li>Demonstrate assertive responses to put-downs</li> </ul>

Unit 3: Problem Solving

16. Solving Problems, Part 1	<ul style="list-style-type: none"> <li>Following steps can help you solve problems.</li> <li>Saying the problem without blame is respectful.</li> <li>Solving problems helps you be successful at school.</li> </ul>	<ul style="list-style-type: none"> <li>Recall the S: Say the problem step of the Problem-Solving Steps</li> <li>State a problem without blaming anyone</li> </ul>
17. Solving Problems, Part 2	<ul style="list-style-type: none"> <li>Solving problems helps you be successful at school.</li> </ul>	<ul style="list-style-type: none"> <li>Generate safe and respectful solutions to a problem</li> <li>Identify consequences of potential solutions</li> <li>Select an appropriate solution to a problem</li> </ul>
18. Making a Plan	<ul style="list-style-type: none"> <li>Some solutions to problems are complicated and need a plan.</li> <li>Plans help you break down a big task into smaller, more manageable parts.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the purpose of making a plan</li> <li>Create a three-step plan to carry out a solution to a problem</li> </ul>
19. Solving Playground Problems	<ul style="list-style-type: none"> <li>You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps.</li> </ul>	<ul style="list-style-type: none"> <li>Identify common playground conflicts</li> <li>Demonstrate using the Problem-Solving Steps to handle playground conflicts</li> </ul>

**Physical Education: Fitness and Sport**

**4 Gold** Sport – Tuesday & Fitness - Friday. Children wear sport uniform both these days.

**4 Blue** Sport – Wednesday & Fitness - Friday. Children wear sport uniform both these days.

**Sport Unit: Playing the Game**

Students develop and perform fundamental movement skills (FMS) through a game-sense approach to learning. They explore different approaches to moving their body to effectively participate in games. Students use strategic thinking and communication to work collaboratively and inclusively with peers to improve game performance. FMS have been used as overarching concepts for lessons in this unit with warm-ups, movement exploration activities and practice games being developed to complement each other and to sequentially build skills.

	<p><b>FMS Skills:</b></p> <ul style="list-style-type: none"> <li>- perform activities where locomotor, object control and stability skills are combined to complete a movement sequence, activity or game, eg. swerving, sidestepping, running, dodging, jumping, landing, balancing</li> <li>- explore and practise different techniques to propel objects towards a target, eg running, jumping and throwing techniques in athletics and target games</li> <li>- participate in physical activities which require problem-solving and persistence to achieve a goal.</li> <li>- participate and use equipment in a variety of games and modified sports.</li> </ul> <p><b>FITNESS</b></p> <p>This term students will participate in fitness lessons which will contain exercises that focus on movement, coordination, and mobility which burns energy and helps with healthy development. Students will participate in fun fitness activities over a 20-minute session.</p>
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**Specialist Teacher Classes**

<b>4 Blue</b>	<b><u>Library</u></b> – Tuesday	<b><u>Japanese</u></b> - Wednesday	<b><u>Dance/Drama or Music</u></b> - Thursday
<b>4 Gold</b>	<b><u>Library</u></b> - Wednesday	<b><u>Japanese</u></b> - Wednesday	<b><u>Dance/Drama or Music</u></b> - Thursday

**Homework**

**Compulsory Homework**

**ENGLISH:**

- Read guided **reading novel** each day (we recommend for this age group to read for 20 - 30 mins). There is a pacing guide that the students must abide by for students to engage in class learning activities. Please do not read past the allocated pages for each week, instead they can reread the pages for that week and research unknown words.
- A focus on enhancing the students’ vocabulary - building understanding on unknown words. Try and find dictionary meanings of unknown words you come across whilst reading and put it into another sentence or context.
- **IXL** offers more than 100 year 4 English skills and games that can be explored at home:  
<https://au.ixl.com/maths/year-4>

**MATHEMATICS:**

- Multiplication **times tables revision** to be completed daily.
- **IXL** offers hundreds of year 4 math skills and games that can be explored at home: <https://au.ixl.com/maths/year-4>

**PDHPE**

- Weekly Second Step home activity.

**IMPORTANT DATES FOR Grade 4**

- **9<sup>th</sup> May** -Mother’s Day Breakfast and liturgy and Ascension Feast Day
- **10<sup>th</sup> May** - CC Cross Country at Tuggerah
- **20<sup>th</sup> May** - Year 4 Parish Mass at 9:15am St Cecilia’s Church
- **10<sup>th</sup> June** - Public holiday: Monarch's Birthday
- **28<sup>th</sup> June** - Stage 2 Netball Gala Day at Wyong
- **3<sup>rd</sup> July** - Whole school NAIDOC mass at 9:30
- **4<sup>th</sup> July** - Last day of term for students
- **5<sup>th</sup> July** - Staff Development Day

*We look forward to a great term together.*

**Mrs Curnow, Mrs McArthur, Mrs Jordan**