



Year Four Curriculum Overview – Term Three, 2024

Dear Parents and Carers,

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

<p>Religious Education</p> 	<p>Unit 1: God's Forgiveness & Healing</p> <p>Our big question is: How can God's Forgiveness and Healing help us to develop a loving relationship with Him?</p> <p>Our other essential focus questions are:</p> <ol style="list-style-type: none">1. What is forgiveness and healing?2. What sacraments explore forgiveness and healing and what does this mean for us?3. How do we reconcile with God and others? <p>Unit 2: Missioning Rite – Serving Jesus and Others</p> <p>Our big question is: How can we be transformed by participating in a loving service of mission?</p> <p>Our other essential focus questions are:</p> <ol style="list-style-type: none">1. What is service and how does it affect our lives?2. What was Jesus' loving mission of service and how do we participate in it?3. How does our parish community live out its Baptismal promises to bring about the Kingdom of God through a loving service of mission?4. How are we nourished for our journey of mission?
<p>English</p> 	<p>Unit Title: Convince Me! I Don't Believe it!</p> <p>Unit Overview: In this unit, students will examine a range of speeches, each of which has been written and delivered for the purpose of persuading their audience. Throughout the unit, students will identify text structures and language forms and features used, such as technical language, emotive language, rhetorical questions and high modality to persuade their listeners. They will also examine the speakers use of voice, intonation and gesture contribute to enhance their messages and influence their listeners. Drawing upon the mentor texts studied in this unit, student will create, review and present an oral speech for the school public speaking competition on a chosen topic. Work in English is done through independent, group and whole class activities.</p> <p>Reading: Fluency and phrasing, comprehension strategies and decoding strategies</p> <p>Writing: Grammar, punctuation, and spelling with a text focus on persuasive writing for public speaking.</p> <p>Public Speaking Topics for 2024</p> <ol style="list-style-type: none">1. A holiday destination that you MUST visit is...2. How can we have fun without technology?3. My Hero Conservationist: The person who inspires me the most...4. What sport should be added or removed from the Olympics?5. How can we reduce our impact on the environment?6. A paperless society is the way of the future <p>Speaking and Listening: Students have opportunities to participate in Reader's Theatre sessions, with an emphasis on experimenting with volume, pitch, tone to enhance meaning when presenting and reciting.</p> <p>Modelled Reading: Transcript: Severn Cullis Suzuki – The girl that silenced the world. Speak Out! Play Readers' Theatre Grade 4 by Louise Dempsey 2007.</p>
<p>Science and Technology</p>	<p>Our inquiry question for this term is: How can people use places and environments more sustainably?</p> <p>Sub Questions:</p> <ul style="list-style-type: none">- How does the environment support the lives of people and other living things?- How do different views about the environment influence approaches to sustainability?- How can people use places and environments more sustainably?



Students will be using geographical tools to explore the climate, natural vegetation and native animals of places in Australia and Asia. They 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 Peoples. Students identify sustainable practices and recognise that there are differing views on how sustainability can be achieved.

Mathematics

During term three, students will be exploring the following big ideas:



Syllabus Areas	Big Idea	Content Groups
Number and Algebra	Fractions represent multiple ideas and can be represented in different ways.	<ul style="list-style-type: none"> Create fractional parts of a length using techniques other than repeated halving Model and represent unit fractions, and their multiples, to a complete a whole on a number line. Model equivalent fractions as lengths Represent fractional quantities equal to and greater than one
Number & Algebra	Addition and subtraction problems can be solved by using a variety of strategies.	<ul style="list-style-type: none"> Make connections between fractions and decimal notation Apply addition and subtraction to familiar contexts, including money and budgeting Complete number sentences involving additive relations to find unknown quantities.
Measurement and Geometry	Shapes encountered in daily life can be classified by their attributes.	<ul style="list-style-type: none"> Connect three-dimensional objects and two-dimensional representations
Measurement and Geometry	What needs to be measured determines the unit of measurement.	<ul style="list-style-type: none"> Use scaled instruments to measure and compare capacities (Internal volume)

Creative Arts



Sustainability

Learning Objective: Throughout this unit students will learn the techniques needed to create artworks using recycled materials. They will also develop drawing skills. This unit will be linked to the geography unit studying Sustainability. Students will be introduced to detailed drawing skills and ways to apply paint without brushes. The artists studied for this unit will be Van Gogh and various famous modern artists who use recyclables in their art.

Students also will also be engaging in Drama, Dance and Music with Mrs Whyte.

PDHPE



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

18. Making a Plan	<ul style="list-style-type: none"> Some solutions to problems are complicated and need a plan. Plans help you break down a big task into smaller, more manageable parts. 	<ul style="list-style-type: none"> Explain the purpose of making a plan Create a three-step plan to carry out a solution to a problem
19. Solving Playground Problems	<ul style="list-style-type: none"> You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps. 	<ul style="list-style-type: none"> Identify common playground conflicts Demonstrate using the Problem-Solving Steps to handle playground conflicts

20. Taking Responsibility for Your Actions	<ul style="list-style-type: none"> • Taking responsibility for your actions is the respectful thing to do. 	<ul style="list-style-type: none"> • Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged • Demonstrate acknowledging mistakes • Demonstrate making an apology and offering to make amends
21. Dealing with Peer Pressure	<ul style="list-style-type: none"> • It is okay to say no to others, and it is okay for them to say no to you. • Negative emotions like guilt and remorse can be reasons not to go along with peer pressure. 	<ul style="list-style-type: none"> • Demonstrate using Assertiveness Skills to resist peer pressure • Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure
22. Reviewing Second Step Skills	<ul style="list-style-type: none"> • The skills and concepts learned in the <i>Second Step</i> program can help you succeed in school. 	<ul style="list-style-type: none"> • Identify <i>Second Step</i> skills and concepts being used in scenarios students might encounter at school • Include <i>Second Step</i> skills in a written script about solving a problem

In addition to the Second Step Program, students will be learning about how different relationships influence their social and emotional wellbeing as well as how their food choices impact health and wellbeing.

Physical Education: Fitness and Sport

BOTH CLASSES

MONDAY - Sport with Mrs Rayward & Mrs Sheppard

THURSDAY - Fitness

Children wear sport uniform both these days.

Sport Unit: Bend Don't Break! (gymnastics)

This unit is aimed at providing the students opportunities to explore and practise body movement and control, demonstrating different ways the body can move by composing and sequencing simple movement patterns. Throughout this unit the students will see the importance and learn how to live an active lifestyle, as well as enjoying and participating in a variety of fun and engaging circuits.

FMS Skills:

Static Balance – Hop – Side Gallop – Vertical Jump

FITNESS

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.

PBL – Positive Behaviour for Learning

TERM 3	PBL FOCUS
Weeks 1 and 2	At St Cecilia's we are COOPERATIVE when we LET OTHERS LEARN
Weeks 3 and 4	At St Cecilia's we are SAFE when we are IN THE RIGHT PLACE AT THE RIGHT TIME
Weeks 5 and 6	At St Cecilia's we are RESPECTFUL when we DO OUR PERSONAL BEST
Weeks 7 and 8	At St Cecilia's we are SAFE when we PROBLEM SOLVE
Weeks 9 and 10	At St Cecilia's we are COOPERATIVE when we TAKE TURNS AND INCLUDE OTHERS

Specialist Teacher Classes

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

Homework

Compulsory Homework

ENGLISH:

- Read guided **reading novel** each day (we recommend for this age group to read for 20 – 30 mins daily). **There is a pacing guide that the students MUST abide by for students to engage fully in class learning activities.** Students will be engaging in a weekly book club to consolidate their reading comprehension skills. A reminder, 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. This is so important to help build the children's procedural fluency in tables. Please spend some time daily calling out a few timetable facts to your child to see if they know the answer.
- **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

- **31st July** - Grandparents Day Open classrooms from 8:00am, Liturgy 8:45am in the hall. NAIDOC Week smoking ceremony to follow at 9:30am.
- **5th August** - Year 4 Parish Mass 9:15, St Cecilia's Church
- **8th August** - Pupil Free Day: Staff Spirituality Day
- **12th August** - First Eucharist: Parent Info night 7:00pm, St Cecilia's Church
- **15th August** - Whole school Mass 9:30-Assumption
- **16th August** - School Disco-5:15pm
- **16th August** - Speeches due back at school
- **17th August** - Weekend Mass 5:00pm, St Cecilia's Church
- **20th August** - CC Soccer Gala Day, Bateau Bay
- **26th-30th August**- Each child will present to their class and 5 students will be selected from each class to present at Round 2 - 'Grade Level'.
- **29th August** - Father's Day Breakfast and Book Week celebrations
- **2nd-6th - September**- Top 5 students from each class present in front of the whole grade (10 speakers in total). The top 4 students will be selected to present at Round 3 - 'Stage Level'
- **9th -13th - September**-Wellbeing Week
- **13th September** - First Eucharist Ceremony 5:00 & 6:30, St Cecilia's Church
- **Week 8- Date and time to be confirmed** -Top four students from each grade present in front of their stage. 8 students in total. From this, there will be a 1st, 2nd and 3rd awarded for each stage
- **17th September** - The top 3 students from each stage will present their speeches in front of the whole school, Medals will be presented to 1st, 2nd, and 3rd.
- **27th September** - Last Day of Term 3

We look forward to another great term together.

Mrs Curnow, Mrs McArthur, Mrs Jordan