

Year Four Curriculum Overview – Term One, 2025

Dear Parents and Carers,

We would like to extend a warm welcome to year four, stage two, 2025.

YEAR 4 AIMS AND EXPECTATIONS



During the year it is expected that each student will:





- always do their best and be proud of themselves and their efforts.
- develop self-discipline, acceptance of others and independence.
- further develop their own positive work habits and attitudes and feel encouraged to challenge themselves to learn more.
- value the friendship, support and sharing of knowledge and skills within our class community.
- develop a deeper relationship with God and allow Christ's light to shine in each of them.
- gain more confidence in their ability to achieve.

As teachers it will be our aim to:

- provide a stimulating learning environment that caters for all individuals.
- foster a love of learning within the students.
- foster a love of God and our Catholic faith.
- help every student try to achieve above expectations.

Below is a summary of the content that will be covered in each Key Learning Area in Term one.

<p>Religious Education</p> 	<p>Jesus the Teacher and Healer</p> <p>This unit explores the importance of Jesus' ministry of teaching and healing. Through Scripture, students explore stories where Jesus taught people how to live their lives modelled on his example. Students will learn how Jesus taught us how to pray and give thanks to God. Students will develop an understanding of how Jesus showed his love for us by reflecting on his life, death and Resurrection.</p> <p>Our essential focus questions are:</p> <p>*What is Jesus teaching us about his mission?</p> <p>*How do we encounter Jesus' love through healing?</p>
<p>English</p> 	<p>The following focus areas will be explored in Stage Two English:</p> <ul style="list-style-type: none">• Oral language and communication• Vocabulary• Reading fluency• Reading comprehension• Creating written texts• Spelling• Handwriting and digital transcription• Understanding and responding to literature <p>Throughout this term, students will engage in the novel study of George's Marvellous Medicine by Roald Dahl. Using this text, students will be exposed to new vocabulary and other text features, including figurative language such as personification, onomatopoeia, similes, metaphors and alliteration.</p> <p>Throughout this unit, students will study correct punctuation, complex vocabulary and how to use these in their own writing effectively. George's Marvellous Medicine will expose students to Tier 2 and Tier 3 level words. This vocabulary will be studied in spelling, where students will practise syllabification and engage with etymology to understand the origins of words and determine their meaning. Within reading groups, students will focus on comprehension, conventions of language and reading fluency. This will be run in small groups, both teacher instructed and student-guided.</p>

<p>History</p> 	<p>Our inquiry question for this term is: What is Australia’s Journey?</p> <p>This term, our Year 4 students will embark on an exciting journey through history, guided by the NSW syllabus key inquiry questions. Our focus will be on understanding the rich and diverse history of Australia, particularly through the following sub-questions:</p> <ol style="list-style-type: none"> 1. What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans? 2. Why did the great journeys of exploration occur? 3. Why did Europeans settle in Australia? 4. What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers, and settlers? 																	
<p>Creative Arts</p> 	<p><u>AUSTRALIA: CONTINUITY AND CHANGE (History)</u></p> <p>Learning Objective: Students explore and experiment with different subject matter and art forms. Student learning is linked to iconic Australian items and artists. As students reflect on continuity and change in our community throughout time. Students recreate both the natural and built environments.</p> <p>Some of this Visual Arts unit is integrated with the History Unit: “What Is Australia’s Journey”. The Visual Arts unit aims to employ a wide variety of mediums and media to create works, which children will display and appreciate with their peers. Techniques for making these artworks will also vary as students develop skills in using paints and oil pastels.</p> <p>The artists studied for this unit will be a wide variety of well-known aboriginal artists as well as Bill Beaven and Kandinsky. Activities based upon their artistic style are incorporated into this unit.</p>																	
<p>Mathematics</p> 	<p>During Term One, students will be exploring the following big ideas:</p> <table border="1" data-bbox="284 1043 1505 1809"> <thead> <tr> <th>Syllabus Areas</th> <th>Big Idea</th> <th>Content Groups</th> </tr> </thead> <tbody> <tr> <td>Number & Algebra</td> <td>The number system extends infinitely to very large and very small numbers.</td> <td> <ul style="list-style-type: none"> - Whole numbers: Read, represent and order numbers to thousands - Whole numbers: Apply place value to partition, regroup and rename numbers up to 6 digits - Decimals: Extend the application of the place value system from whole numbers to tenths and hundredths </td> </tr> <tr> <td>Number & Algebra</td> <td>Addition and Subtraction problems can be solved by using a variety a strategies.</td> <td> <ul style="list-style-type: none"> - Recognise and explain the connection between addition and subtraction - Select strategies flexibly to solve addition and subtraction problems of up to 3 digits. - Partition, rearrange and regroup to at least 1000 to solve addition problems </td> </tr> <tr> <td>Data Chance</td> <td>Questions can be asked and answered by collecting and interpreting data.</td> <td> <ul style="list-style-type: none"> - Select and trial methods for data collection. - Construct and interpret data displays with many-to-one scale. - Describe the likelihood of outcomes of chance events. </td> </tr> <tr> <td>Geometric and Non-Spatial Measure:</td> <td>What needs to be measured determines the unit of measurement</td> <td> <ul style="list-style-type: none"> - Represent and interpret digital time displays. - Use ‘am’ and ‘pm’ notation. - Use scaled instruments to measure and compare lengths. </td> </tr> </tbody> </table>			Syllabus Areas	Big Idea	Content Groups	Number & Algebra	The number system extends infinitely to very large and very small numbers.	<ul style="list-style-type: none"> - Whole numbers: Read, represent and order numbers to thousands - Whole numbers: Apply place value to partition, regroup and rename numbers up to 6 digits - Decimals: Extend the application of the place value system from whole numbers to tenths and hundredths 	Number & Algebra	Addition and Subtraction problems can be solved by using a variety a strategies.	<ul style="list-style-type: none"> - Recognise and explain the connection between addition and subtraction - Select strategies flexibly to solve addition and subtraction problems of up to 3 digits. - Partition, rearrange and regroup to at least 1000 to solve addition problems 	Data Chance	Questions can be asked and answered by collecting and interpreting data.	<ul style="list-style-type: none"> - Select and trial methods for data collection. - Construct and interpret data displays with many-to-one scale. - Describe the likelihood of outcomes of chance events. 	Geometric and Non-Spatial Measure:	What needs to be measured determines the unit of measurement	<ul style="list-style-type: none"> - Represent and interpret digital time displays. - Use ‘am’ and ‘pm’ notation. - Use scaled instruments to measure and compare lengths.
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<p>PDHPE</p> 	<p><u>Physical Education</u></p> <p>Unit Title: Fitness/Cross Country</p> <p>In this unit, students will prepare for the school Cross Country race, the Field Events day as well as the Athletics Carnival. Students will develop fundamental motor skills associated with cross country and athletics. Activities have been designed to improve student fitness and ability to run long distances. Students will practise skills in shot put, discus, high jump and long jump, as well as sprinting and relay racing. They will be given the opportunity to practise these skills through playing games and/or modified sports.</p>																	

FITNESS

This term students will participate in cross country training in preparation for the cross-country event. Students will be taught running strategies and stretching techniques over a 20 minute session.

If your child is unable to participate in Physical Education due to an injury, please communicate this to your child's teacher via email or letter. This term we will take part in the Second Step Program, beginning from week 3 - Teaching Skills for Social and Academic Success. The table below gives an outline of the weekly focus.

PERSONAL DEVELOPMENT AND HEALTH

This term we will be focusing on Skills for Learning and Empathy in our Second Step program. To assist in the development of social and emotional learning skills, this program is most effective if parents consolidated the Home Learning tasks that will be sent home with children in their homework.

Lesson	Concepts	Objectives—Students will be able to:
1. Empathy and Respect	<ul style="list-style-type: none"> The <i>Second Step</i> program helps you succeed at school. Having respect and empathy helps you get along with others. 	<ul style="list-style-type: none"> Define <i>respect</i> Define <i>empathy</i>
2. Listening with Attention	<ul style="list-style-type: none"> Listening with attention helps you learn, work with others, and make friends. 	<ul style="list-style-type: none"> Demonstrate listening-with-attention skills.
3. Being Assertive	<ul style="list-style-type: none"> Being assertive means asking for what you want or need in a calm, firm, respectful voice. Being assertive helps you be successful in a variety of social and academic situations. 	<ul style="list-style-type: none"> Identify passive, aggressive, and assertive responses Demonstrate assertive responses with their partners
4. Respecting Similarities and Differences	<ul style="list-style-type: none"> People can have similar or different feelings about the same situation. Being able to notice and then understand others' feelings is an important part of empathy. 	<ul style="list-style-type: none"> Identify clues that help them recognize other people's feelings Identify similarities and differences between how two people feel
5. Understanding Complex Feelings	<ul style="list-style-type: none"> It is possible to have more than one feeling at the same time. Being able to understand that others might have complex feelings is an important part of empathy. 	<ul style="list-style-type: none"> Identify multiple feelings in a given scenario Give possible reasons for multiple feelings
6. Understanding Different Perspectives	<ul style="list-style-type: none"> People can have different perspectives about other people, places, and situations. Perspective taking is a central component of empathy. 	<ul style="list-style-type: none"> Identify differing perspectives in given scenarios Generate prosocial responses to scenarios in which different perspectives could cause a conflict
7. Conversation and Compliments	<ul style="list-style-type: none"> Having successful conversations with peers helps you make and build friendships. Giving a sincere, thoughtful compliment is a good way to start a conversation or keep one going. 	<ul style="list-style-type: none"> Identify components of a successful conversation Demonstrate giving and receiving a compliment
8. Joining In	<ul style="list-style-type: none"> Being assertive can help you join and invite others to join a group. 	<ul style="list-style-type: none"> Identify skills for joining a group Demonstrate skills for joining a group

Unit 1: Empathy and Skills for Learning

2025 Specialist Classes

Specialist Teacher	Mrs (Anastasia) Cattabriga	Mrs (Virginia) Cumming	Mrs (Chloe) Harrison and Mrs (Jaclyn) Sheppard	NOTE: Week 2 (for basketball) starts 10 th Feb and Week 6 starts 10 th March.
Specialist Area	Creative and Performing Arts	Library <i>Students require their library bag</i>	Digital Education	Physical Education <i>Students wear sports uniform on these days</i>
4 Blue	Tuesday 12:05-12:45	Tuesday 12:45-1:25	Wednesday 9:45 - 10:45	Friday: (wks. 2-5) - basketball Tuesday: Mrs McArthur (weeks 6 - 10) EVERY Thursday: Mrs Shaw
4 Gold	Monday 10:05 - 10:45	Wednesday 12:45 - 1:25	Wednesday 9:45 - 10:45	Tuesday: Mrs Jones (wks. 2-5) Friday: basketball (wks. 6-10) EVERY Wednesday: Mrs Shaw

Homework

COMPULSORY HOMEWORK

ENGLISH

- Read a **novel of choice** each day (we recommend for this age group to read for 20 - 30 mins daily).
- 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>

PDH - Weekly Second Step home activity

PBL FOCUS - Positive Behaviour for Learning

Term 1	Focus	Skill
Week 1 and 2	At St Cecilia's we are:	Safe, Cooperative and Respectful Learners
Week 3 and 4	Respectful	Listen to Others
Week 5 and 6	Respectful	Speak Respectfully
Week 7 and 8	Safe	Use Safe and Caring Actions
Week 9 and 10	Cooperate	Play Fairly

IMPORTANT DATES FOR Grade 4

Wed 19/2	Opening school Mass @ 9:30.
1st and 2nd of February	Reconciliation enrolment at all weekend masses
Mon 24/2	Goal setting meetings (All week)
Mon 3/3	Year 4 Parish Mass @ 9:15, St Cecilia's Church
Tue 4/3	Shrove Tuesday, Pancakes @ Recess
Wed 5/3	Ash Wednesday Liturgies in classrooms @ 9:00
Fri 7/3	Whole School Cross Country (2-6)
Mon 7/4	Reconciliation ceremony @ 4pm, St Cecilia's Church
Tue 8/4	Holy Week Celebrations 3-6 Mass @ 9:30, St Cecilia's Church
Thu 10/4	Athletics Carnival

We look forward to a great term together.

Mrs Jones, Mrs Jordan, Mrs McArthur