



CURRICULUM OVERVIEW – TERM 1

Year 4

ENGLISH

Main Focus: Narrative
This term we will be focussing on stories based on migration looking at the texts Ziba Came on a Boat, The Arrival and Convict Boy. These texts are all linked to our HASS unit about colonial Australia and how Australia began. We will also be learning about the structures and elements of Narrative Texts.

MATHEMATICS

Main Focus: Number
Place Value
Term 1 will focus on learning number facts and exploring 5-digit place value. The first part of term one will introduce and explore place value in the tens of thousands. Student will investigate how place value can be used to partition numbers into smaller parts and discover how place value can be used to expand numbers. Students will also look at odd and even numbers and a range of strategies for adding and subtracting. The second part of the term will involve rounding 5-digit numbers to the nearest 10, 100 and 1000 as well as multiply and divide larger numbers by 10 and 100. Students will compare and order 5-digit numbers

RELIGION

Fertile Question What does it mean to live in a Christian community?

Students explain the significance of community for Christians. They connect ideas about living in community from different texts from the wisdom of St Paul and from the experiences of contemporary church communities.

HUMANITIES & SOCIAL SCIENCES

Main Focus
Life in Britain during the 1700's
This unit covers a range of concepts relating to the stories of the First Feet; including reasons for the journey, who travelled to Australia, their experiences following arrival and their impact colonisation had on Indigenous Australia.

SCIENCE

Focus: Living Things
This term's Science unit elaborates on prior learning about life cycles and investigates how living things depend on each other and the environment to survive. Students will look at plants and animals in their habitats and consider the various features that enable them to survive and flourish.

THE ARTS

Music
Students learn how to use metric groupings, time signatures, bar lines and accented notes in music. They compose more complex patterns to perform for the class. They explore different rhymes and games, inventing body percussion patterns to accompany their performance. Students learn songs to improve their singing technique and pitch matching ability.

Drama
Students describe and discuss similarities and differences between the drama they make, perform and view. They discuss how they and others use the elements of drama. Students collaborate to plan, make and perform drama that communicates ideas. They begin to use relationships, tension, time and place when improvising and performing devised drama. We continue to use the analogy of the drama toolbox to highlight the elements.

Visual Arts

The term begins with the creation of artworks that adopt an Australian theme. As the term progresses, Visual Arts will support the literacy unit and will be centered around the creation of works that represent emotions and display visual representations of selected scenarios.

Japanese

Students will be learning to retell the Eric Carle story “Brown Bear, Brown Bear”. Target language will surround animals and colours and well as the question/answer structure ‘What did you see?’/‘I saw a red bird’. Students will extend their knowledge of hiragana (Japanese writing) by writing their own version of the story.

TECHNOLOGY

Create Digital Solutions

Students understand and manage information systems using agreed protocols. They will also use coding algorithms that involve decision-making and user input.

HEALTH AND PHYSICAL EDUCATION

Health

Term 1 links with the Science Unit and considers the benefits of various food types for optimum health. Students will use a range of scientific skills to classify, sort and give reasons for their choices.

Physical Education

Children will be introduced to the games of Netball and AFL, discovering and practicing skills and strategies unique and in common with both sports. They will learn the rules and terminology and apply them fairly in modified game situations

HOMEWORK

In **Years 4 to 6**, homework (including student reading) should not take longer than *three hours* per week i.e. approx. *4 sessions of 45 mins*. This time should include student reading approx. 20-30mins + other activities approx. 20-30mins. This time does not include parents reading to children for pleasure.

Weekly Spelling: This term, we will be focussing on spelling rules. Students are introduced to the word and rule on Monday, complete activities in language rotations during the week, then are tested on their progress on Friday. This will include a dictation test.

Number Facts: Students are expected to revise their times tables for improved speed and accuracy.

Reading: Encouraging regular reading – silently and out loud is the best homework your child could ever do. Students are expected to read 20-30 minutes a night, in addition to the above homework.

Homework Tasks: Students will be given set homework that reinforces the weekly spelling and grammar focus, and number facts. Homework is given out on a Friday and is due back the following Thursday. This allows time for families to juggle other commitments and encourages time management. Homework will be reviewed and marked each Thursday. It is expected that homework will be completed on time and presented to high standard. Incomplete homework will be done during lunch breaks.

SIGNIFICANT DATES & EVENTS

Specialist Days	Music	Drama	Library	PE (sport)	Japanese	Sports uniform
4E ONLY	Tuesday	Wednesday	Wednesday	Tuesday	Friday	Tuesday Friday

Whole School Mass - 8 Feb at 9am
 P&F AGM / General Meeting - Date TBC
 Shrove/Pancake Tuesday – 13 Feb
 Ash Wednesday Mass - 14 Feb 9am
 Senior Primary Camp (Yr 5 and 6) - 14 – 16 Feb
 Walking Wheeling Wed – That’s My Team Theme Day 28 Feb
 4E Assembly – 5 March
 Say No to Bullying Day - 16 March – children wear orange.
 Harmony Day - 21 March
 Last Day of Term - 29 March

ADDITIONAL INFORMATION

- Students should not be at school before 8.20am.
- Students who arrive late to class cause a disruption to the learning environment.
- Students must have a school hat for lunch times, HPE and Play is the Way.
- We ask that students do not bring things to school that they treasure or are valuable. Things go missing, get broken or are lost. The school assumes no responsibility for such.
- If you wish to make an appointment regarding your child’s learning I can be contacted via the office or by email.

Classroom specific – expectations; requirements; communication methods

- **Class time – versus – playtime:** Students are expected to take responsibility for being seated and ready for learning on time – before school and after lunch breaks. For the benefit of all students, it is important that we start lessons on time to ensure we cover the content and provide maximum learning time. While learning should be an enjoyable experience, students know the difference between classroom and playtime behaviours, so a greater emphasis will be placed on taking this responsibility seriously.
- **Timetable:** The timetable this term is very structured. It provides students with a consistent pattern of lessons, increased group work and rotations. The purpose is for students to take more responsibility for their own learning by being organised, well-prepared and working efficiently in class.
- **Homework:** Please refer to the school homework policy (as listed in Homework section above). For Term 4, adjustments have been made to ensure that spelling words are specific to individual learning levels and relevant to the content being learned in class.
- **Additional homework:** For students to be at the expected level for Year 4, it is important that they complete set work within the time allocated. Work not completed within a reasonable amount of time, or to a reasonable standard, will be sent home for completion that evening. Implementing such a consequence is designed to encourage students to maximise learning time and to complete set tasks to the best of their ability – the first time. In the event that additional work be sent home, students are expected to hand it in the following morning.

Contact details: I place a very high value on parent-teacher communication and relationships, so to ensure I am available if you want to discuss your child’s progress, organising an appointment, where possible, would be greatly appreciated. I am otherwise available via email and will endeavour to reply as promptly as possible.

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