## CURRICULUM OVERVIEW – TERM 1

### Year 4A

<table>
<thead>
<tr>
<th>Subject</th>
<th>Focus Areas</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>Focus Areas</td>
<td>Content</td>
</tr>
<tr>
<td>Main Focus Area/Genre</td>
<td>Explain how language features, images and vocabulary are used to engage the interest of audiences.</td>
<td>Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases. Create literary texts by developing storylines, characters and settings. Participate in discussions that explore different stories associated with a past event.</td>
</tr>
<tr>
<td><strong>HUMANITIES &amp; SOCIAL SCIENCES</strong></td>
<td>Students interpret stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. What was the nature of contact between Aboriginal and Torres Strait Islander Peoples and others?</td>
<td></td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>How can I represent numbers using a range of strategies?</td>
<td>Investigate and use the properties of odd and even numbers. Recognise, represent and order numbers to at least tens of thousands. Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9. Solve problems involving purchases and the calculation of change to the nearest five cents.</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>How do living things interact with each other?</td>
<td>Students describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. Students follow instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations.</td>
</tr>
<tr>
<td><strong>RELIGION</strong></td>
<td>How can Jesus influence my community?</td>
<td>They describe practices and characteristics of contemporary parishes and dioceses (including celebration of the Sacraments of Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus.</td>
</tr>
<tr>
<td><strong>THE ARTS</strong></td>
<td></td>
<td>Students learn how to use metric groupings 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. They also explore the percussion family of the orchestra. Students extend their understanding of role and situation through improvisation. They vary voice and movement to create role. Using the analogy of the “DRAMA TOOL BOX” they are formally introduced to the elements of drama and they learn about focus, tension, space and time.</td>
</tr>
</tbody>
</table>

*Inquiry Question*

**MATHEMATICS**

- How can I represent numbers using a range of strategies?

**REligion**

- How can Jesus influence my community?
**VISUAL ARTS**

**Focus Area**

How can we shape and communicate our art works?

**Content**

Students investigate and experiment with the qualities of different media and techniques to develop intended effects. They explore art-making techniques including media visual arts practices and differing viewpoints.

**JAPANESE**

**Focus Area**

Extending students targeted language in the Japanese language.

**Content**

Year 3 and 4 - Students will learn songs, games and expand on vocabulary to introduce themselves in Japanese. They will study some cultural aspects of Japan such as ‘Setsubun’ celebrated on February 3rd, (a festival to mark the change from one season to the next). Students will also learn how to say some body parts in the target language and practice writing the new vocabulary in the Japanese texts (hiragana and kanji).

**TECHNOLOGY**

**Focus Area**

How can I represent information using a variety of digital technologies?

**Content**

Students will describe how a range of digital systems and their peripheral devices can be used for different purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.

**HEALTH AND PHYSICAL EDUCATION**

**Focus Area**

Explore how success, challenge and failure strengthen identities. Describe how respect, empathy and valuing diversity can positively influence relationships.

**Content**

Health

Examine the benefits of physical activity to health and wellbeing examining the benefits of regular physical activity, including the influence on sleep, concentration and fitness. Introduction to Touch and Netball.

**Physical Education**

Students will describe how a range of digital systems and their peripheral devices can be used for different purposes. They collect and manipulate different data when creating information and digital solutions. They safely use and manage information systems for identified needs using agreed protocols and describe how information systems are used.

**Homework**

In Years 3 and 4, homework (including student reading) should not take longer than two and a half hours per week i.e. approx. 4 sessions of 35 mins. This time should include student reading approx. 15-20mins + other activities approx. 15-20mins. This time does not include parents reading to children for pleasure.

**Significant Dates & Events**

- **Monday:** Assembly
- **Tuesday:** Sport’s Uniform
- **Thursday:** Library Borrowing
- **Friday:** Sport’s Uniform
  - Wk4: Thursday Guest Speaker Judaism
  - Wk 6: Ash Wednesday Mass
  - Wk 8: Friday St Patrick’s Day
  - Wk 10: Friday End of Term 1

**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. 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 [jigraham@bne.catholic.edu.au](mailto:jigraham@bne.catholic.edu.au)