



## CURRICULUM OVERVIEW – TERM 2

### ENGLISH

<b>Main Focus:</b>	Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, re-reading and editing their work to improve meaning.
<b>Reading to Learn</b>	This term focusses on how language features, images and vocabulary are used to engage the interest of audiences. Reading Groups have a strong focus this term, with students having 2 guided reading sessions each week. As well as supporting our Literacy plan, daily reading groups aim to help students describe literal and implied meaning to connect ideas in different texts. Literacy activities support the weekly focus of learning and are linked with our unit theme. The English plan is then supported with homework that allows students to independently apply their learning to a selected novel.
<b>Theme:</b> <b>The Great Barrier Reef</b>	

### MATHEMATICS

<b>Main Focus:</b>	The areas of focus for this term are Angles and Shapes, Location and Transformation, and Division Concepts and Strategies. Students will continue to learn about Number and reinforce prior learning as they build knowledge and skill in new areas.
<b>Maths All Around Us</b>	

### RELIGION

<b>Fertile Question</b> <b>How is God expressed as God the Father, God the Son and the Holy Spirit in Scripture?</b>	Students listen to, read, view and interpret Scriptural passages that express God as Father, as Son and as Holy Spirit, to learn about the Christian belief that God, as Trinity, is relational in nature. They describe practices and characteristics of contemporary parishes and dioceses (including the celebration of Sacraments Anointing of the Sick and Penance) and explain how these are modelled on the mission and ministry of Jesus.
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## Year 4

### HUMANITIES & SOCIAL SCIENCES

<b>Main Focus</b>	Students identify the interconnections between components of the environment and between people and the environment. Students recognise the importance of the environment and identify different possible responses to a geographical challenge. Students develop geographical questions to investigate and locate, collect and sort information and data from different sources to answer these questions. They propose individual action in response to a local geographical challenge and identify some possible effects of their proposed action.
<b>My Role in My World</b>	

### SCIENCE

<b>Focus:</b>	They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.
<b>The World Around Us</b>	

### THE ARTS

<b>Music</b>	Students continue to build their rhythm and notation skills with more complex patterns and compositional ideas. They perform community songs individually and in small groups. Students explore the woodwind family and identify instruments both aurally and visually. They begin to notate music on the music staff, using all of the music elements.
<b>Drama</b>	Students collaborate to plan, make and perform drama that communicates ideas. They will continue to use relationships, tension, time and place when improvising and performing. We will continue to use the analogy of the drama toolbox to highlight the elements. We will strengthen our persuasive oral language skills through

various activities and explore the life cycle of sea turtles and other Great Barrier Reef animals through role play.

**Visual Arts**

Students continue to learn about safe practices in the arts and in their interactions with other artists. Their understanding of the role of the artist and the audience builds on their experience from the previous band. As an audience, students focus their attention on the artwork and respond to it. They consider why and how audiences respond to artworks.

**Japanese**

In my Schoolbag かばんの中  
The Year 4 students will be working through a unit of work which looks at the similarities and differences between Japanese and Australian schools. They will also learn 'classroom' language including the common stationery items as well as instructions. Students will continue learning the Japanese alphabet of Hiragana and a number of Kanji.

**TECHNOLOGY**

**Recognition and Representation**

Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including environmental sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols..

**HEALTH AND PHYSICAL EDUCATION**

**Health**

Students identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations.

**Physical Education**

Children will be using the Netball and AFL skills learned last term to train and participate in two interschool Gala Days in weeks 6 and 10. In weekly classes, children will be participating in physical activities which require problem-solving to achieve a goal. They will also be using different equipment to create an original game or movement challenge as well as refining Athletics techniques in readiness for the Athletics Carnival.

**HOMEWORK**

To promote reading skills, comprehension and writing skills, homework this term will consist of weekly reading and reading response activities.

While 15 minutes of reading is a minimum expectation per day, to complete the activities, students must read for a minimum of 45 minutes.

Homework will be handed out on Monday and is due in each Friday morning. It will be marked and students will receive specific feedback on how to improve their writing for the following week. To provide the most effective support for your child(ren), we ask that you check and sign the homework each week. This is an opportunity to discuss what they have learned (reading and writing skills) at school.

Because homework provides the opportunity for students to independently apply what they learn at school, and promotes effective time management, additional support is offered on Wednesdays at first break. Both teachers will be available to provide feedback on progress and discuss strategies for improvement.

**SIGNIFICANT DATES & EVENTS**

Monday	Tuesday	Wednesday	Friday
Assembly *formal uniform	Music	Drama	Japanese
	Physical Education *sports uniform		

## What's Coming Up?

### **Week 2**

April 25 Wed ANZAC Day

### **Week 3**

May 1 Tues P&F Meeting 6.30pm

May 2 Wed Prep 2019 Sibling Morn Tea

### **Week 4**

May 7 Monday Labour Day Holiday

May 10 Thurs Mother's Day Stall

May 13 Sun Mother's Day

### **Week 5**

May 15, 16, 17 NAPLAN - Yr 3 and 5

### **Week 6**

Under 8s Week

May 23 Wed WWW Walk to School Day

May 24 Thurs Zone 6 Gala Netball and AFL Yr 4-6

### **Week 8**

June 6 Wed School Photos

### **Week 9**

June 17 Sunday St Flannan's Multicultural Mass

### **Week 10 –**

Thurs Zone 6 Gala Netball and AFL Yr 4-6

June 22 Fri P&F Movie Night

### **Week 11**

June 27 Wed Reports sent home

## **ADDITIONAL INFORMATION**

- Students should not be at school before 8.20am. Please contact Centacare for out of school hours care information.
- Upon arrival in the morning, students are expected to put their bags away and go directly to the supervised areas.
- 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, teachers can be contacted via the office or by email.

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

Kerrilyn Hill – (Monday – Tuesday) [kerrilyn.hill@bne.catholic.edu.au](mailto:kerrilyn.hill@bne.catholic.edu.au)

Cathy Bernardi – (Wednesday - Friday) [cbernardi@bne.catholic.edu.au](mailto:cbernardi@bne.catholic.edu.au)