



## CURRICULUM OVERVIEW – TERM 3

### ENGLISH

**Main Focus:** This term, Year 4 English will be centred around a range of information texts that will link with their studies on Africa and South America. The focus will be on developing cohesion in their writing, in particular with linking devices including relating verbs and noun groups. They will create an information report around a country in Africa. Students will plan, draft and publish this text using correct structure and image positioning to ensure key information and supporting details engage a wide range of audiences.

**Information Reports & Cohesion**

### MATHEMATICS

**Main Focus:** A heavy focus will be placed on number facts this term, as students revise their times tables and some of the foundations for continued learning. Connections will be made between multiplication and division and students will work toward improved efficiency when solving problems. Student will continue to explore money in order to solve simple purchases. Later in the term students will use scaled instruments to solve measurement problems and will also be explore ways to collect and record data.

### RELIGION

**Fertile Question** Students will listen to, read, and research the Jesus' new commandment. They will also explore the sacrament of healing and penance, describing the importance of these sacraments to the Catholic community. They will locate scriptural references that link with the Sacraments to make community connections from the past to the present and how this informs our practices today.

**How are we called to live Jesus Mission?**

## Year 4

### HUMANITIES & SOCIAL SCIENCES

**Main Focus:** Students' mental map of the world expands to South America and Africa and their main countries and characteristics (space, place, environment). The importance of environments, including natural vegetation, to animals and people will be explored. They will describe and compare the diverse characteristics of these continents at local to national scales. Students interpret data and information to identify and describe distributions and simple patterns and draw conclusions.

**Geography: Africa and South America**

### SCIENCE

**Focus:** The 'Material World' unit links science with literacy in the classroom. It provides opportunities for students to develop an understanding of the properties of materials and how they relate to use. Through investigations, students explore how to test the properties of materials fairly and how to use this knowledge to choose materials wisely.

**Chemical Science**

### THE ARTS

**Music** Students continue to build their rhythm and notation skills and create their own composition to perform, incorporating tempo and dynamics. They perform community songs individually and in small groups and explore improvisation on tuned and untuned percussion. Students revise treble clef notes and instruments of the orchestra.

**Drama**

Supporting the work done in the classroom on *information reports*, Students will explore and extend their knowledge of the elements of drama and how they shape character, voice and movement in improvisation. Students will collaborate to plan, make and perform drama that communicates ideas. They will use relationships, tension, time and place when improvising and performing devised drama. We will continue to use the analogy of the drama toolbox to highlight the elements.

**Visual Arts**

Throughout the term, students will be designing and creating artworks that reflect their studies of ~~South~~South America and Africa~~Africa~~ as part of the Geography and English units. In addition, students will explore symmetry in art to support and extend their mathematic learning.

**Japanese**

This term in Japanese will be learning about Pets. Students will be focusing on describing a pet through speaking and writing. The students will be learning to state the type of pet, name, age, size and colour. From a cultural point of view, we will explore the types of pets that Japanese students have.

**TECHNOLOGY**

**Main Focus:** Students will explore the world of programming and sequences. They will define simple problems, and describe and follow a sequence of steps and decisions (algorithms) needed to solve them.

**HEALTH AND PHYSICAL EDUCATION**

**Health: Physical, social and emotional change.**

In Term 3, students will explore strategies to manage physical, social and emotional change. They will discuss physical, social and emotional changes that occur as individuals grow older and explore how these changes impact on how they think and feel about themselves and different situations. They will also describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.

**Physical Education**

Students participate in physical activities from their own and other cultures. They adopt inclusive practices when participating in physical activities.

**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 students 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.

**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	Library	Music	Library	Drama	PE (sport)	Japanese	Sports uniform
4/5E ONLY	Monday	Tuesday	Tuesday	Wednesday	Friday	Friday	Tuesday Friday

Week	Date	Day	Event
1	20/7/18	Friday	Athletics Carnival
2	24/7/18	Tuesday	P&F Meeting
	25/7/18	Wednesday	Bling my Scooter for Active Travel
	26/7/18	Thursday	NAIDOC Week liturgy - 9am
3	1/8/18	Wednesday	Catholic Education Week Whole School Mass
	2 & 3 /8/18	Thurs & Fri	Bramble Bay Athletics
4	9/8/18	Thursday	Mad Scientist Day
5	15/8/18	Wednesday	EKKA Holiday
6	24/8/18	Friday	Zone 6 Athletics
7	30/8/18	Thursday	Book Week Celebrations
	31/8/18	Friday	Confirmation
8	6/9/18	Thursday	Animania (at school)
9*	9/9/18	Sunday*	Dance Fever Competition
10	20/9/18	Thursday	Nursery Rhyme Time (P-6 at school)
	21/9/18	Friday	Fun Run

#### 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). Homework works on a Friday – Thursday schedule.
- **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. Should students fail to hand in or complete homework, an email or note will be forwarded to parents on each occasion.

**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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