



## CURRICULUM OVERVIEW – TERM 4

### ENGLISH

**Main Focus:** This term, Year 4 English will be centred around the book "Braveland". The students' focus will be on developing strong sentence and paragraph structure in their writing, in particular through the use of use of simple, compound and complex sentences. They will be expected to use punctuation correctly, including the use of quotation marks. They will create literary texts that explore their own experiences and imagining. Students will plan, draft and publish imaginative texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features.

**Information Reports & Cohesion**

### MATHEMATICS

**Main Focus:** A heavy focus will be placed on investigating equivalent fractions, counting by quarters halves and thirds, including with mixed numerals. Students will be taught to locate and represent these fractions on a number line. They will recognise that the place value system can be extended to tenths and hundredths and will make connections between fractions and decimals. Students will solve problems involving purchases and the calculation of change to the nearest five cents. They will be required to convert between units of time, including using 'am' and 'pm' notation. Students will create symmetrical patterns, pictures and shapes and will use simple scales, legends and directions to interpret information contained in basic maps. They will compare angles and classify them as equal to, greater than, or less than, a right angle.

### RELIGION

**Fertile Question** Students will be examining and classifying the commandments of the Decalogue in order to make connections between Church and their own experiences. They will communicate an understanding of the features of prayers of petition and intercession, including litanies. Students will create a prayer of petition or intercession and will communicate an understanding of the features of prayers of blessing. They will participate respectfully in prayer experiences.

**How does prayer bring us closer to God, our community and our own identity as Catholics?**

## Year 4

### HUMANITIES & SOCIAL SCIENCES

**Main Focus:** Students' will develop their understanding of democratic decision-making through a study of the role of their local government and the services it provides to their community. They will examine how rules and laws affect them and the importance of laws in society and they explore cultural diversity in their community; in particular, how belonging to different groups can shape personal identity.

**Civics & Citizenship**

### SCIENCE

**Focus:** Students will investigate how forces affect the behaviour of a product or system. They will be observing qualitatively how speed is affected by the size of a force and exploring how non-contact forces are similar to contact forces in terms of objects pushing and pulling another object. They will be comparing and contrasting the effect of friction on different surfaces, such as tyres and shoes on a range of surfaces and investigating the effect of forces on the behaviour of an object through actions such as throwing, dropping, bouncing and rolling. Students will also be exploring the forces of attraction and repulsion between magnets.

**Earth and Space Science**

### THE ARTS

**Music** Students continue to build their rhythm and notation skills and compose interesting patterns for performance. They practice composing and improvising using the rap style and 'slogans' as inspiration. They learn more complex songs on xylophone and boomwhackers to perform in multi-parts.

**Drama** 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 use the analogy of the drama toolbox to highlight the elements. We will also strengthen our **recount and narrative** skills by exploring settings and

characters via the Year four text of “Braveland” as well extending our oral and aural vocabulary.

**Visual Arts**

Throughout the term, students will be creating a range of artworks that reflect their understanding of design and purpose. The Visual Arts unit is directly linked with our English unit where students will create individual works that reflect design features and students’ understanding of purpose and audience.

**Japanese**

Students will continue last term’s unit, writing and speaking about their pets. Upon completion of the unit they will then be studying the various festivals that are celebrated throughout the year in Japan. This will conclude with comparing how Christmas is celebrated in Japan, with how Christmas is typically celebrated in Australia.

**TECHNOLOGY**

**Main Focus:** Students will continue to 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 Health this term, Year 4 is exploring how the world around them influences their identities and decisions. We will consider family, peers, media, sport and other factors influence our lives and choices.

**Physical Education**

Students will test alternative responses to movement challenges and predicting the success or effectiveness of each. They will pose questions to others as a strategy for solving movement challenges in modified hockey.

**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.

**Health:** Students are expected to write a reflective paragraph on how they are influenced in their life through different factors.

All 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	Swimming	Drama	PE (sport)	Japanese	Sports uniform
4/5E ONLY	Monday	Tuesday	Tuesday	Wednesday	Friday	Friday	Tuesday Friday

Week	Date	Day	Event
2	15 Oct	Monday	Camp Quality Presentation
	16 Oct	Tuesday	P&F Meeting 6.30pm
	18 Oct	Thursday	Arts Festival 3-6pm
3	22 Oct	Monday	Pupil Free Day
	25 Oct	Thursday	Excursion to St Helena Island
4	1 Nov	Thursday	Excursion to SparkLab (TBC)
7	22 Nov	Thursday	4/5E STEAM Day
	23 Nov	Friday	Year 4 and 4/5E Mass
8	27 Nov	Tuesday	Swimming Carnival Yr 3-6
	30 Nov	Friday	Christmas Concert and P&F Disco
9	5 Dec	Wednesday	Reports Sent Home
	6 Dec	Thursday	Yr 6 Graduation
	7 Dec	Friday	School Mass 10.30am – 12noon

#### 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, 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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