



Year 4 - Term 3 Program Overview

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Teaching Philosophy

We believe that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature spiritually, emotionally, intellectually, physically, and socially.

It is our desire as educators to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. At St Luke's we are committed to supporting all students to become successful learners and confident individuals.

Religion

God Knows Everything - Church

The students will begin this unit by exploring the gifts of learning. This leads people to wonder at the God who created learning gifts and to celebrate what has been revealed about God. One of the learning gifts explored, in addition to curiosity, memory and thought, is imagination. This leads people to wonder at the God who created learning gifts and to celebrate what has been revealed about God: that God is the Revealer of Truths. God wants to share these Truths with us, so that we might always be truly happy.

Jesus gave his truths to the Church so that members of the Church grow closer to God and celebrate the teachings of Jesus. Members of the Church have handed on the teachings of Jesus to others. The students will learn that as their own understandings of these truths grow, so does their happiness.



The Spirit Who Strengthens - Confirmation

The students will understand emotions are a wonderful gift that God means to help us in our lives. They will reflect on the way God gives us other gifts as well to help us work out if what our emotions are telling us is true. As we understand our emotions, we realise that God loves us. Students will see ways Jesus showed us that emotions are meant always to help us love others. He always expressed his emotions in loving ways. To help people do the same, Jesus shares the Holy Spirit with his followers. Students will learn the Holy Spirit strengthens people to live and to love others as Jesus taught. Catholics celebrate this by recalling stories of how others, particularly Saints Peter and Paul, were strengthened by the Spirit, and by receiving the Sacrament of Confirmation. The Holy Spirit teaches and helps people to use their emotions to help make others happy. They will understand that Christians continue to wonder at their emotions and ways in which the Holy Spirit helps them express their emotions, as Jesus did, in loving ways.

make **JESUS** *Real*

The Spirit of Jesus assists students to develop a relationship with the resurrected Jesus, helping them to see the spirit of Jesus in their hearts and in others. Through activities that encourage, they become 'switched on' to the presence of Jesus' spirit in their daily lives.

Making Jesus Real is personal reflection centred on the belief that we are the image of Jesus to all those around us. We are his representatives and our actions should reflect His values.

The *Spirit of Jesus* program invites the students to actively make sense of their Catholic identity through everyday exchanges at home and at school- to see the gospel values in their lived experience.

Students will reflect and complete weekly tasks under the following headings:

- **Spirituality**

What is the spirit of Jesus?

Where is the spirit of Jesus in our life?

How do we show the spirit of Jesus?

What are the Gospel Values?

- **Values and Attitudes**

How do we Greet others, Treat others and Speak to others?

Do you believe in yourself?

How do you see 'Gratitude'?

Are you a Giver? When are you a taker?

- **Sacraments**

Where is the spirit of Jesus in the Sacraments?

What is the 'Good News'?

Do you have to be perfect?

- **Reflection**

How do you get the most out of your day?

What is mindfulness?

Staying connected to Jesus – where was the spirit of Jesus in my day?

Mathematics

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

Term 3 Maths Concepts

Formative Testing – ongoing formal and informal assessment of concepts covered in Semester 2.

Number and Algebra

Place Value to Tenths

Tenths on a number line

Place value to Hundredths

Hundredths on a number line

Equivalent Fractions

Fractions on a number line

Mixed Numbers

Improper fractions

Decimal numbers

Extension

Place Value to thousandths

Expanded Notation

Decimal addition and subtractions

Percentages

Statistics & Probability

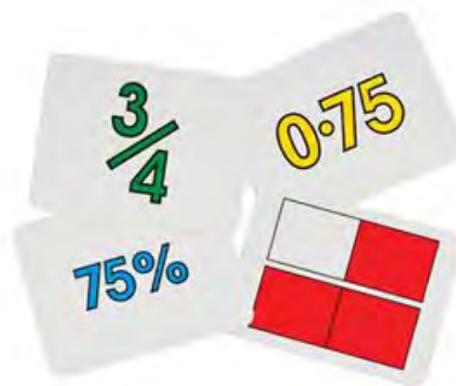
Probability

Judgments

Dependent and Independent events

Organising Data

Measurement



Area

Area of irregular shapes

Measuring Mass

Litres and Millilitres

Volume

Angles

Problem Solving Strategies

Check for relevant or irrelevant information

Make an organised list

Investigations

Understanding, Fluency, Problem Solving and Reasoning.

Plenty of pikelets:

This investigation allows children to budget, measure, halve and double quantities in a real life situation.

Main focus areas: Multiplication Problem Solving, Simple Budgets, Purchases and Giving Change, Graduated Scale, Measuring Mass and understanding Litres and Millilitres.

Marble Mash:

This investigation lets students explore the relationship between net size and 3D objects, developing the early concept of volume. Students will use trial and error and deduction to create net designs that, when completed and constructed, will hold the maximum number of marbles.

Main focus area: Volume, Combining shapes and Drawing prisms and pyramids.

Mathematical learning tasks will be carried out in a variety of settings in the classroom using a range a teaching strategies including:

- Direct instruction
- Small group and paired/shared learning
- Number talks
- Use of manipulative / concrete materials
- Mental Maths games and activities
- Online/Digital Maths programs and games
- Timetables practice
- Dice and Card games
- Maths Games
- Maths Homework

Maths concepts will also be incorporated in other learning areas including Science, Health, History and Digital Technologies

Programs

iMaths Student Book

Mathletics

Literacy

Reading

CARS and STARS Reading Comprehension Strategy program.

This program focuses on twelve specific comprehension strategies necessary for the children to comprehend reading texts at a literal, inferential and evaluative level.

Finding Word Meaning in Context, Drawing Conclusions and Making Inferences and Distinguishing between Fact and Opinion are the three strategies to be explored this term.

4W Novel focus: The Indian in the Cupboard.

4B Novel focus: Charlie and the Chocolate Factory

The students will be immersed in a range of literacy activities (individual and group) that will be giving the students the opportunity to study this text in detail.

The children will also be required to:

- Read and respond to imaginative, persuasive and informative texts by decoding, self-correcting, re-reading and recalling.
- Read fluently in a variety of contexts.
- Uses a range of comprehension strategies to demonstrate understanding.
- Locate reading materials for different purposes.

Through small group and differentiated activities, students will complete activities such as:

- Shared Reading
- Guided Reading
- Independent Reading
- Repeated Reading
- Readers Theatre
- Zip Tales on Line Reading and Comprehension Program
- Responding to the text
- Word work – vocabulary, spelling and grammar related to group or class text.



All students will continue to engage in a reading program using either the Benchmark or Literacy Pro – levelled reading program.

Through one-one assessments, the student's reading level is monitored and adjusted. Students complete comprehension quizzes after reading Literacy Pro books from the school library to test their ability to *read for meaning* and apply *comprehension* skills.

Writing

There will be a focus in Term Three on *Poetry* and *Persuasive* writing which will be incorporated with the theme of 'All About Me', the novel, *The Indian in the Cupboard*, as well as Religion and History Learning areas.

Students will be expected to:

- Using Poetry and Persuasive Writing Templates
- Write persuasive texts with increased detail and descriptive language in a logical sequence including reasons and supporting detail to substantiate argument.
- Use of Poetry devices and structures, including rhythm and rhyme where applicable.
- Note taking Skills – skimming, scanning and key words.
- Use simple, compound and complex sentences with correct tense, grammar and punctuation.
- Use editing skills to plan, draft and improve written texts without prompting.
- Employ a variety of strategies when spelling and applies these strategies during daily writing.
- Practice formation of letters and numbers correctly with appropriate size, spacing and slope.

Spelling

The spelling program is produced using the Diana Rigg Spelling Program. Students are given spelling words each week which they use in a variety of spelling activities, encouraging them to employ a variety of strategies when spelling and to apply these strategies during daily writing.

Grammar

The text Oxford Grammar will be the primary text used by the students. Other resources and programs will also be integrated.

In Term 3 the focus will be on:

- Text cohesion – text connectives
- Language devices
- Sentence structure

- Statements, questions, exclamations
- Subject and verb agreement
- Conjunctions
- Quoted speech and speech marks
- Direct and Indirect Speech

Sentence Level work

- Stretching sentences
- Examining and writing different types of sentences – simple, compound and complex
- Use of conjunctions and connectives
- Recognition and knowledge of parts of sentences (e.g., nouns, adverbs, prepositions)
- Clauses
- Use of paragraphs
- Topic sentences
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Listening and Speaking

Integrated with Religion, History and Digital learning. The children will be required to present a poetry presentation featuring a poem created by themselves.

History

Historical Knowledge

First Contacts / First Fleet

Students will examine the stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.

Historical Skills

- Sequence historical people and events
- Use historical terms
- Pose a range of questions about the past
- Locate relevant information from sources provided
- Identify different points of view
- Develop historical texts, particularly narratives
- Use a range of communication forms (oral, graphic, written) and digital technologies

Historical Concepts

- Continuity and change
- Cause and Effect
- Significance
- Sources
- Timelines

Topics Covered in Term

- Life in Britain in the 1700's
- Captain James Cook
- The First Fleet
- Ships of the First Fleet
- Arrival at Botany Bay
- Choosing NSW
- A Convict's Life



- Early Struggles and Drought
- Past and Present views of Colonisation
- Timelines
- The First Australia Day
- Aboriginal People / Tribal Lands

Health

Outcomes

Knowledge and Understandings

- Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.

Attitudes and Values

- Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.

Self-management Skills

- Students demonstrate self- management skills, which enable them to make informed decisions for healthy, active lifestyles.

Interpersonal Skills

- Students demonstrate the interpersonal skills necessary for effective relationships and healthy,

Topics included in curriculum are:

Food and Nutrition

- Being Healthy
- Healthy Food Plate
- Healthy Eating
- Food Labelling and Packaging
- Hydration – the benefits of water
- Media and the Community



Health Benefits of Physical Activity

- How active are you?
- Benefits of outdoor activity
- Promoting Health, Safety and Well-Being

Keeping Safe - Being safe. Mandated curriculum.

Focus Area 1: Recognising and reporting abuse

Students learn at an age and developmentally appropriate level:

- The correct names of the sexual body parts.
- To understand the difference between public and private (places and body)
- To understand that their whole body is private and no one has the right to touch them without permission.
- Know the difference between safe and unsafe touching.

Focus Area 2: Recognising abuse

Students learn at an age and developmentally appropriate level:

- To know how to recognise abuse, eg being hurt, seeing others being abused.
- To know the difference between safe and unsafe secrets.

Focus Area 3: Cyber Safety

The students learn and understand:

- How to use the internet safely and respectfully (under supervision).
- What material is appropriate or inappropriate.
- About situations when taking and sharing photographs or digital images is inappropriate.
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Science

Term 3 Smooth Moves (Physical Sciences) – PRIMARY CONNECTIONS SCIENCE PROGRAM

The *Smooth Moves* unit provides opportunities for students to develop understanding about and explore forces and motion. Through hands-on activities students identify forces that act at a distance and those that act in direct contact, and investigate how different-sized forces affect the movement of objects.

Overarching ideas:

Patterns, order and organisation – students observe the movement of everyday objects and identify how forces are affecting the movement.

Form and function – Students explore how the form of an object affects how it responds to different forces, in particular they identify that greater surface area in contact with other objects or surfaces can increase friction.

Stability and change – Students identify that different forces can change the movement of objects, either slowing or increasing it, and that it is the sum of these forces that determines whether an object starts, continues or stops moving at a certain speed.

Scale and measurement - Students vary the size of the force acting upon objects and then measure the distance travelled using formal measurement.

Matter and Energy - Students directly experience the phenomenon of movement energy being transferred between objects, affecting the movement of both.

Systems - Students describe simple systems of forces acting on objects on Earth and explain them with force-arrow diagrams.

Term 3 activities and investigations include:

- Games Galore – investigation of how forces can be exerted by one object on another through direct contact or from a distance.
- Making Moves – investigating and experiencing different-sized forces acting on an object
- Feeling Friction – investigating friction (a force which acts through direct contact)
- Faraway Forces – investigating gravity (a force which acts at a distance)
- Figuring out forces – understanding and observing how different forces affect the movement of objects
- Catapult Capers – to plan and conduct an investigation to compare the effect of different sized forces on the motion of objects.

Students engage in inquiry based learning as follows:

Questioning and Predicting

With guidance, identifying and constructing questions in familiar contexts that can be investigated scientifically and propose hypotheses, suggesting possible outcomes.

Planning and conducting

- With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment.
- Make and record observations, using formal measurements and digital technologies as appropriate.

Processing and analysing data and information

- Use a range of methods including tables and simple column graphs to represent **data** and to identify patterns and trends.
- Compare results with predictions, suggesting possible reasons for findings.

Evaluating

- Reflect on investigations, including whether a test was fair or not.

Communicating

- Represent and communicate ideas and findings in a variety of ways, such as diagrams, physical representations and simple reports.

Technologies

This term, all information, communication and technology skills will continue to be integrated across the Learning Areas.

Design Technology

In groups, students use solution fluency as set out below to research, design and create a chariot to transport their programmed Sphero

Solution fluency: the ability to solve real world problems with the help of the 6 'D's process.

- Define
- Discover
- Dream
- Design
- Deliver
- Debrief

Within the Design and Technology context, students create a sequence of steps to solve their given task. They develop and communicate ideas using labelled drawings and appropriate technical terms. Students select and safely use appropriate equipment and resources to make chariot. They use criteria to evaluate design processes and solutions developed. Students work collaboratively to plan, create and communicate sequenced steps.

Digital Technology

Students learn to define problems and to program Sphero to achieve group goals. They have opportunities to experiment with refining coding skills, including block coding.

Digital Technology programmes and applications to be used in the classroom this term include:

- SeeSaw
- One-Note
- Spelling City
- Mathletics
- Book Creator
- Pic Collage
- iMovie
- SL Comix
- Microsoft applications
- One Drive
- Word Online
- Timetable App
- Microsoft Teams
- Kahoot
- Padlet
- Keynote
- Pages
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