



2017 Year 4 - Term 2 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.


We believe successful learners....


- have the essential skills in literacy and numeracy and are creative and productive users of technology, especially Digital Technology, as a foundation for success in all learning areas
- are able to think deeply and logically and are able to obtain and evaluate information
- are creative, innovative and resourceful and are able to solve problems in a variety of ways
- are able to work collaboratively in teams and communicate ideas
- are able to make sense of their world and think about how things have become the way they are
- are motivated to reach their full potential

We believe confident and creative individuals....

- have a sense of self-worth, self-awareness and personal identity
- have a sense of optimism about their lives and the future
- are enterprising, show initiative and use their creative abilities
- develop personal values and attributes such as honesty, resilience, empathy and respect for others
- relate well to others and form and maintain healthy relationships
- accept responsibility for their own actions

Learning Area	Program Outlines
<p>Religion</p>	<p><u>Eucharist Parent/Child Workshop</u> It is an expectation that one parent or guardian attend the workshop with their child. Tuesday 9th May 5.00pm Year 4W 6.30pm Year 4B</p> <p><u>First Holy Communion Dates</u> Year 4W- Sat June 17th at 6pm Year 4B- Sun June 18th at 9.30am</p> <p><u>Units of Work in Religion</u></p> <p><u>Coming to Your Table - Eucharist</u> This is the final unit before First Holy Communion. It begins with exploring many physical differences between people which are a continuing source of wonder. Many are drawn to wonder why God created people this way, and what it suggests God is like. Followers of Jesus know that their physical differences are one way God reminds every human being that each is special to God. Jesus showed his followers that they should love every human individual regardless of how they might be different, even differences of nationality. To help them do so, Jesus draws them closer to himself, and to others, through Holy Communion. The bread and wine, which Jesus changes into his Body and Blood during each Mass, come from many grains of wheat and of grapes just as we all come together to receive him in Holy Communion. The more frequently they celebrate Eucharist, the more God’s family are helped by Jesus to love others as they love themselves, regardless of physical and cultural differences. Christians continue to remember that Jesus strengthens his followers to love every human individual regardless of physical differences.</p>  <p><u>Whispers from Within - Baptism</u> The reason why people like to behave in ways that are loving and good is that they have a special gift called ‘conscience’. Students explore conscience and ways people experience God calling to them to: ‘Love, and do what is good’. When people are ‘hearing’ conscience, they are hearing God calling them. The thoughts and feelings conscience stirs will always urge a person to live as Jesus taught. It is hoped students learn enough about conscience to recognise these feelings as the better people understand their conscience, the more they are inclined to wonder: ‘I wonder what God, who created my conscience, is like? Many come to discover that God created consciences in human beings to call them to do what is good, because God is good. Jesus always did what was loving and good. Students recognise how he helps his followers to love and to do good through Baptism. Christians celebrate the Rite of Baptism, reminding them that God will never leave them, nor stop trying to help them always to love and to do good. Each time Catholics bless themselves with holy water, they are reminded of their Baptisms through which Jesus calls them to do what is</p>

	<p>loving and good as he taught. Jesus calls his followers to examine their consciences daily so that they can more clearly recognise their consciences calling them to love and to do good. The students will develop strategies to assist them in doing this.</p>
<p>Maths</p> 	<p>There are 4 Proficiency Strands in Math</p> <p>Understanding includes making connections between representations of numbers, partitioning and combining numbers flexibly, beginning to extend knowledge of place value with decimals, using appropriate language to communicate times, and describing properties of symmetrical shapes</p> <p>Fluency includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations, and collecting and recording data</p> <p>Problem Solving includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations, and using properties of numbers to continue patterns.</p> <p>Reasoning includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays.</p> <p>Term 2 Curriculum <u>Revision of Term 1 concepts</u></p> <p><u>Measurement and Geometry</u> MG1 Graduated scales MG2 Millimetres MG3 Kilometres MG4 Perimeter MG12 Area MG13 Area of irregular shapes MG8 Converting units of time MG9 Read and interpret timetables MG10 am and pm MG11 Timelines</p> <p><u>Number</u> NA4 Multiplying and dividing by 10,100,1000 NA8 Multiplication Problem solving NA12 Backtracking NA16 Multiplying by tens and hundreds NA17 Multiplication 3-digit x 1-digit NA18 Split and multiply NA9 Division facts 2,3,5,10 NA10 Division facts 4,6,8,9</p> <p><u>Problem Solving</u> PS 3 Draw a picture or diagram</p>

	<p>PS 4 Act out the problem</p> <p><u>Investigation</u></p> <p>INVESTIGATIONS</p> <ul style="list-style-type: none"> • Ripper Rides - Fractions, number patterns and area • It's Only Natural - Multiplication, Measurement
<p>English</p> 	<p>The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs will balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years and teachers will revisit and strengthen these as needed.</p> <p><u>Reading</u></p> <p>The reading program called Cars and Stars aims to explicitly teach the skills of</p> <ul style="list-style-type: none"> • finding the main idea • recalling facts and details • understanding sequence • recognising cause and effect • comparing and contrasting • making predictions • finding word meaning in context • drawing conclusions and making inferences • distinguishing between fact and opinion • identifying author's purpose • interpreting figurative language • distinguishing between real and make believe <p>In Term 2 the Literature focus will be on the class novel Charlotte's Web.</p> <p>Reading Outcomes</p> <ul style="list-style-type: none"> • Read and respond to imaginative, persuasive and informative texts by decoding, self-correcting, re-reading and recalling. • Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension • Understand differences between the language of opinion and feeling and the language of factual reporting or recording • Read fluently in a variety of contexts. • Uses a range of comprehension strategies to demonstrate understanding. • Locate reading materials for different purposes.

Writing

In Term 2 the children will continue to develop their skills in **report writing**. In the second half of the term the focus will be on **persuasive writing**.

Writing Outcomes

- Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features
- Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure
- Write using clearly-formed joined letters, and develop increased fluency and automaticity
- Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements

Spelling

The children have been tested and the results used to form 3 spelling groups based on the **Diana Rigg Spelling program**. Each group will be given a list of words to learn each week. Theme words will also be sent home regularly. Weekly spelling tests will occur on Fridays and Test Books will be sent home for parents to look at and sign.

Spelling Outcomes


- Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research
- Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words
- Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling
- Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes


Grammar



The text **Oxford Grammar** will be used as a resource by the students.

In Term 2 the focus will be on

- Doing verbs
- Doing verbs and relating verbs
- Saying verbs
- Thinking and Feeling verbs
- Verb tense
- Modal verbs and adjectives
- Adverbs
- Prepositions and Phrases
- Prepositional phrases.

	<p><u>Listening and Speaking</u> Listening and Speaking outcomes</p> <ul style="list-style-type: none"> • Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations • Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume
<p>Society And Environment</p> 	<p><u>First Contacts</u> The Year 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers and how these experiences contributed to their cultural diversity.</p> <p>Key inquiry questions</p> <ol style="list-style-type: none"> 1. What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans? Term 1 2. Why did the great journeys of exploration occur? Term 2 3. Why did the Europeans settle in Australia? Term 3 4. What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers? Term 4 <p>Elaboration</p> <ul style="list-style-type: none"> • Investigate networks of exchange between different groups of people. <p>Historical Skills</p> <ul style="list-style-type: none"> • 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 <p>Historical Concepts</p> <ul style="list-style-type: none"> • Continuity and change • Cause and Effect • Significance • Sources

	<p>Activities</p> <ul style="list-style-type: none"> • Investigate why great journeys of exploration occurred • Research famous explorers of the late 1400's • Look at impacts of exploration on the new world • Investigate "new" and "old" world exchange • Read about the first circumnavigation of the globe • Locating the new country, Australia
<p>Health</p> 	<p>The content continues to explore knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action, enhancing their own health and wellbeing.</p> <p>The ABC produced series of DVD's called '<i>Being Me</i>' will continue to be used as a stimulus for activities to teach interpersonal skills.</p> <p>Knowledge and understandings Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle</p> <p>Interpersonal Skills Communicating Building and nurturing friendships Preventing and managing conflict Leading, initiating and facilitating. Being assertive</p> <p>Managing Emotions Understanding emotions Managing emotions Reviewing situations Planning before deciding Deciding and acting Monitoring and evaluating Identify strategies to monitor actions and behaviours in an ongoing way</p> <p>Topics included in curriculum are:</p> <ul style="list-style-type: none"> • Keeping friends • Assertiveness • Our rights and responsibilities • Using power well • Changes in our lives • Taking risks • Dealing with disappointment

<p style="text-align: center;">Science</p> 	<p>Term 2 Material World – PRIMARY CONNECTIONS SCIENCE PROGRAM</p> <p>The Material World unit provides opportunities for students to develop an understanding that materials have properties that they can be classified in different ways. They also learn that different materials have different properties and are therefore suitable for use in different objects. Through collaborative investigations, students explore and test the properties of materials fairly and use this knowledge to choose materials wisely in everyday life.</p> <p>Term 2 activities and investigations include:</p> <ul style="list-style-type: none"> • Curious Clothes – investigation natural and processed materials in our everyday use • What a rotter – investigating decomposition of materials • Leak, soak or repel – investigation the absorbency of materials • Snap, tear or stretch – investigating the strength of materials • Choosey consumers – choosing appropriate materials for everyday use • Investigating insulation capacity of materials <p>Students engage in inquiry based learning as follows:</p> <p>Questioning and Predicting With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge</p> <p>Planning and conducting</p> <ul style="list-style-type: none"> • With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment • Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately <p>Processing and analysing data and information</p> <ul style="list-style-type: none"> • 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 <p>Evaluating</p> <ul style="list-style-type: none"> • Reflect on investigations, including whether a test was fair or not <p>Communicating</p> <ul style="list-style-type: none"> • Represent and communicate observations, ideas and findings using formal and informal representations
<p style="text-align: center;">Digital Technology</p> 	<p>This term, all Digital Technology skills will be integrated across Learning Areas.</p> <p>English</p> <ul style="list-style-type: none"> • Use the interactive Reading website Zip tales and Study ladder • Publish reports and persuasive texts using Google Docs <p>Maths</p> <ul style="list-style-type: none"> • Use the interactive websites of Mathletics and Study ladder

History

- Research the explorers Christopher Columbus, Vasco Da Gama and Magellan
- Use the internet to map the routes travelled by explorers

Science

- Investigate the properties of materials
- Investigate how technology has enabled us to use and adapt materials for more effective use in society

Technology and Enterprise

- Apply a technology process to research, devise and cooperatively produce a **farm diorama** made from recycled materials based on the book "Charlotte's Web."