



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.

We believe successful learners....

- have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, 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

Critical Thinking

Critical thinking is a process that challenges an individual to use reflective, reasonable, rational thinking to gather, interpret and evaluate information in order to derive a judgment.

In general, students who develop critical thinking skills are better able to

- achieve better marks
- become less dependent on teachers and textbooks
- create knowledge
- evaluate, challenge and change the structures in society

Learning Area	Program Outlines
<p data-bbox="236 353 352 387">Religion</p>  	<p data-bbox="456 315 719 344">Term 3 Class Masses-</p> <p data-bbox="456 349 818 380">Week 7 Year 4W August 30th</p> <p data-bbox="456 385 842 416">Week 8 Year 4B September 6th</p> <p data-bbox="456 456 831 488">God Knows Everything-Church</p> <p data-bbox="456 492 1473 739">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; that God is the Revealer of Truths. The unit explores ways in which Jesus used his imagination to teach truths by telling parables. Jesus gave his truths to the Church. Members of the Church have handed on the teachings of Jesus to others. The students will learn that Jesus gave spiritual gifts to the Apostles to ensure his teachings were handed on correctly.</p> <p data-bbox="456 779 983 810">The Spirit Who Strengthens - Confirmation</p> <p data-bbox="456 815 1473 1272">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.</p>
<p data-bbox="236 1406 328 1440">Maths</p>	<p data-bbox="563 1368 863 1400"><u>Number and Algebra</u></p> <p data-bbox="563 1404 983 1435">NA11 Division Problem solving</p> <p data-bbox="563 1440 983 1471">NA19 Division 2 digit ÷ 1 digit</p> <p data-bbox="563 1512 914 1543">NA20 Division strategies</p> <p data-bbox="563 1570 946 1601">NA 21 Round to 10 and 100</p> <p data-bbox="563 1628 954 1659">NA22 Estimation strategies</p> <p data-bbox="563 1686 935 1718">NA23 Equivalent fractions</p> <p data-bbox="563 1744 1023 1776">NA24 Fractions on a number line</p> <p data-bbox="563 1803 866 1834">NA25 Mixed numbers</p> <p data-bbox="563 1861 922 1892">NA26 Improper fractions</p> <p data-bbox="563 1919 946 1951">NA27 Place value to tenths</p>

	<p><u>Measurement and Geometry</u></p> <p>MG5 Measuring Mass</p> <p>MG6 Litres & Millilitres</p> <p>MG7 Volume</p> <p>MG14 Angles</p> <p><u>Statistics and Probability</u></p> <p>SP3 Dependent & Independent results</p> <p>SP4 Organising data</p> <p><u>Problem Solving</u></p> <p>Check for relevant or irrelevant information</p> <p>Make an organised list</p> <p><u>Investigations</u></p> <p>3. Plenty of pikelets</p> <p>9. Marble Mash</p>										
<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>Reading</p> <p>The children in Year 4 use the reading program Stars and Cars.</p> <p>Stars-Strategies to achieve reading success</p> <p>Cars-Comprehensive assessment of reading strategies</p> <p><u>The Comprehension Strategies being taught are:</u></p> <table border="0"> <tr> <td>1 Finding main idea</td> <td>2 Recalling facts and details</td> </tr> <tr> <td>3 Understanding sequence</td> <td>4 Recognising cause and effect</td> </tr> <tr> <td>5 Comparing and contrasting</td> <td>6 Making predictions</td> </tr> <tr> <td>7 Finding word meaning in context inferences</td> <td>8 Drawing conclusions and making inferences</td> </tr> <tr> <td>9 Distinguishing facts from opinion</td> <td>10 Identifying author's purpose</td> </tr> </table>	1 Finding main idea	2 Recalling facts and details	3 Understanding sequence	4 Recognising cause and effect	5 Comparing and contrasting	6 Making predictions	7 Finding word meaning in context inferences	8 Drawing conclusions and making inferences	9 Distinguishing facts from opinion	10 Identifying author's purpose
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11 Interpreting figurative language 12 Summarising

Outcomes

- Read and respond to **persuasive texts and poetry** by decoding, self-correcting, re-reading and recalling.
- 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.

The novel "The Indian in the Cupboard" by Lynne Reid Banks will be read and studied this term as a class. A variety of reading, writing, grammar and comprehension activities will be completed on this novel.

Writing

Outcomes

- Plan, draft and publish **poetry, 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 10 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.

Outcomes

- Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research
- Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters
- Recognise homophones and know how to use context to identify correct spelling

	<p>Grammar The text <u>Grammar Conventions</u> will be used as a resource by the students. <u>In Term 3 the focus will be on:</u> Antonyms, Synonyms, Paragraph and Topic sentences, Pronouns, Text Connectives, Nonsense words, Sentences, Statements/questions/Exclamations, Subject and verb agreement, Conjunctions.</p> <p>Listening and Speaking</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 • Plan and deliver short oral presentations, providing some key details in logical sequence. <p>Term 3 Oral Presentation in Week 8 Topic- My Favourite Athlete Digital Technology -Google Slides</p> <p>Viewing Outcome</p> <ul style="list-style-type: none"> • Recognise how people and events are represented in particular ways through visual media, which can be different from written text. <p>Term 3 Activities</p> <ul style="list-style-type: none"> • We will be watching the weekly ABC children's current affair program Behind the News. The children will be taking notes and writing summaries on different segments • We will be watching clips on famous athletes. The children will be taking notes and summarising information.
<p>Society And Environment</p>	<p>First Contacts 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</p>

	<p>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>Term 3 Investigations</p> <ul style="list-style-type: none"> ● Captain James Cook and the settlement of Australia ● The First Fleet Journey ● Who were the convicts of the First Fleet? ● Past and present views of colonisation ● A journal of the First Fleet
<p>Health</p>	<p>Health Term 3</p> <p>The Year 4 content continues to provide opportunities to explore knowledge, understanding and skills that supports students to plan and practice strategies to promote health, safety and wellbeing, and interpret health messages from different sources to take action, enhancing their own health and wellbeing.</p> <p>The Health curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.</p>



	<p><u>Outcomes</u></p> <p>Knowledge and Understandings</p> <ul style="list-style-type: none"> ● Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle. <p>Attitudes and Values</p> <ul style="list-style-type: none"> ● Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity. <p>Self-management Skills</p> <ul style="list-style-type: none"> ● Students demonstrate self- management skills, which enable them to make informed decisions for healthy, active lifestyles. <p>Interpersonal Skills</p> <ul style="list-style-type: none"> ● Students demonstrate the interpersonal skills necessary for effective relationships and healthy, <p><u>Topics included in curriculum are:</u></p> <ul style="list-style-type: none"> ● 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 ● Body Systems ● Nervous System (Brain) ● Circulatory System (heart) ● Respiratory System (lungs)
<p>Science</p>	<p><u>Term 3 Smooth Moves (Physical Sciences) – PRIMARY CONNECTIONS SCIENCE PROGRAM</u></p> <p>The <i>Smooth Moves</i> 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.</p> <p><u>Overarching ideas:</u></p> <p>Patterns, order and organisation – students observe the movement of everyday objects and identify how forces are affecting the movement.</p> <p>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.</p> <p>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</p>



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.

**Digital
Technology**



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

English

- Use the interactive reading website Ziptales
- Publish poems and Persuasive texts using Google Docs
- Use Google Slides to assist oral presentations on a famous athlete

Maths

- Use the interactive websites of Mathletics

History

- Research the first European explorers to arrive in Australia
- Use the internet to map the routes travelled by explorers

Digital Technology Learning Area

The children will focus mainly on coding and programming Spheros and integrating this as STEM (Science, Technology, Engineering and Maths) activities.

**Design and
Technology**

Incorporated with History this term the children will **build a boat** out of recycled materials in Week 9 of Term 3.