

Year 4 OVERVIEW

Term 2 2024



Religious Education

Eucharist- Celebrating Jesus' Presence

The students will -

- identify the key elements of The Last Supper story
- explore the celebration of Eucharist and its origins in the Passover
- interpret the significance of symbol and ritual in Eucharist
- identify the key parts of the Mass and explain the significance of the Mass in their own lives
- reflect on how receiving the Eucharist brings us closer to Jesus and encourages us to follow in his footsteps

Church and Community- God's Holy Spirit in Action

The students will be explore these questions:

- What is spirit?
- How is spirit visible in our world?
- When do I show spirit in my life?
- What role does the Holy Spirit play in my faith journey as a Catholic?
- Why is the Holy Spirit important in my life?

Inquiry

Make Know Do Act time

Students will be introduced to the Do pathway.

Whole Class Unit - Listening to the voices of the past

Students will:

- explore the concepts of **perspective, impact, continuity**
- describe the experiences and perspectives of an individual or group over time
- explain the impact of settlement on the groups of people involved.
- recognise the significance of events that have brought about change
- explain why is it important to learn from the past
- use a variety of sources to locate information

English

Reading and Viewing

Focus on a range of strategies for Fiction texts:

Students will:

- make text to text, text to self and text to world connections
- use literal information to make inferences
- identify point of view

Focus on a range of strategies for Nonfiction texts:

Students will:

- explore the features of a range of non fiction texts
- highlight key words and phrases
- notetake
- read a range of non fiction texts to gather information on a topic
- Use graphic organisers to show their learning

English

Speaking and Listening

Focus: Language for presenting

Students will:

- discuss literary experiences with others, sharing responses and expressing a point of view
- contribute thinking to small reading group sessions
- share a presentation with an audience (Make, Know, Do, Act projects)
- Identify the difference between the language of opinion and factual
- be active listeners by posing clarifying questions or questions to gain more information

English

Writing

Focus on Text Type: Historical Journal (Narrative)

Students will:

- explore the features, structure and language of a journal/narrative from an historical perspective
- plan, compose, edit and publish their own journal entry/narrative based on historical settings, people and events

Focus on Language

Focus on Text Type: Mentor Texts

Students will:

- Identify and analyse the language within the text
- Unpack words in sentences and discuss its effect on the reader
- Change and write words within the text to impact the reader

Focus on Grammar

Students will:

- Incorporate new vocabulary from a range of sources (topic words)
- use compound sentence structures (conjunctions)
- correctly use past tense verbs
- correctly use punctuation including capital letters, full stops, commas and quotation marks.

Spelling

Students will:

- investigate spelling patterns (long vowel sounds, suffixes ed, ing, es, s, er)
- use word sums to show their understanding of base

	<p>words & how to add suffixes</p> <ul style="list-style-type: none"> • focus on their personal spelling words
<p>Mathematics Focus: Place Value Students will be:</p> <ul style="list-style-type: none"> • Sequencing a range of numbers on a number line • Recognising renaming numbers is not changing their value <p>Focus: Geometry / Shape Student will be:</p> <ul style="list-style-type: none"> • Comparing 2D shapes by identifying their features • Comparing 3D objects by identifying their features • Compare the area of regular and irregular shapes <p>Focus: Number and Algebra / Addition Students will be:</p> <ul style="list-style-type: none"> • applying effective strategies to solve addition problems • solve a range of worded problems using addition • identify equivalent number sentences involving addition • calculating change to the nearest five cents <p>Focus: Number and Algebra / Subtraction Students will be:</p> <ul style="list-style-type: none"> • applying effective strategies to solve subtraction problems • solve a range of worded problems using subtraction 	<p>Social and Emotional Learning (SEL) Focus: Help Seeking & Problem Solving Students will be:</p> <ul style="list-style-type: none"> • exploring and identifying problem solving skills • understanding problems that can be solved independently and problems that can be solved with help. • identifying communication skills • describing characteristics of co operative behaviour • predicting the consequences of group decisions • identifying strategies to solve a problem <p>Focus: Strong Emotions</p> <ul style="list-style-type: none"> • What triggers our strong emotions
<p>Italian Focus: Italian Regions Geography and traditions</p> <ul style="list-style-type: none"> • Intentional Gesture teaching- <i>Focus language:</i> <i>Revising HFW- greetings and exchanges;</i> <i>Buongiorno</i> (good morning), <i>Arrivederci</i> (Good bye), <i>Come stai?</i> (How are you?), <i>Sto bene/male</i> (I'm well/not well), <i>per favore</i> (please), <i>grazie</i> (thank you), <i>Prego</i> (you're welcome) • Classroom verb based instructional language and gestures • IGT: Units 1-3 Revision • Introduce Unit 4 and 5. • Siamo Italiani! Italian culture, celebrations and traditions-Italian Flag and Coat of Arms, • Italian Regions and Italian Geography. 	<p>Physical Education Students will:</p> <ul style="list-style-type: none"> • Use the Fundamental Movement Skills of catch, throw, run and side-arm strike in modified games of T-ball. • Complete a golf unit where students will explore the different ways to hit a ball to reach a specific target. • Implement scoring and rule systems to allow games to be fair and inclusive for all members.
<p>Science Students will</p> <ul style="list-style-type: none"> - investigate how a change of state between solid and liquid can be caused by adding or removing heat. - describe solids and liquids by identifying similarities and difference in a range of materials - observe and identify different properties of solids and liquids, which then determines their uses. 	<p>Visual Arts The students will:</p> <ul style="list-style-type: none"> • Explore the unique style of Italian artist Archimboldo to create their own collages • Experiment with Indigenous symbols to produce their own symbolic paintings • Use Munich's famous painting style to create artwork that express our own emotions • Collaborate to create a class quilt filled with family symbols
<p>Music Performing/ Media Arts Focus:Keyboard Music Students will:</p>	<p>Digital Technologies Focus: Using Digital Technologies to enhance our learning experience</p>

- Continue to explore the Chrome lab music tools suite
- Continue to investigate basic music theory - (Staff, treble clef, naming notes, Bass Clef)
- Continue with basic keyboard skills using a MIDI keyboard device

Students will:

- explore a range of digital platforms to showcase their learning - such as clipchamp and canva
- work on a Digital Solutions Project where they Design and create using the CS First program