Grade Four OVERVIEW
Term 1 2026

St John Bosco's
School *Niddrie*

Religious Education
Unit Focus: Christ beside me: Building a world of hope and joy.
As a class we will:
- celebrate St John Bosco
- compose a Class Prayer
- create a Prayer Space and symbol
- explore the school theme

Focus: Christ beside me: Building a world of hope and joy.
The students will explore:
- the presence of Jesus in all parts of their life
- role models, such as Jesus, St John Bosco and St Patrick
- what it means to spread hope and joy

Focus: Lent and Holy Week
The students will explore:
- God's loving forgiveness through the story of Jesus' life, death and resurrection.
- the significance of the symbols and rituals of The Last Supper.
- the role of prayer, the Sacred and liturgy in people's lives.

Inquiry
Inquiry Throughline: Being Our Best
Big question: What are emotions, how do we experience them, and how can understanding them help us look after ourselves, others, and our community now and in the future?

This term, through a whole school focus on awareness and connection, students will explore emotions and how they are part of everyday life. They will investigate questions such as: What emotions do we feel each day? How can we recognise what we are feeling? Why do people sometimes feel differently in the same situation? Using familiar and engaging resources such as The Colour Monster and the movie Inside Out, along with movement, drawing, and class discussions, students will develop a shared language for talking about emotions and recognising them in themselves and others.

Throughout the term, students will build practical skills to support their wellbeing. They will learn to identify and explain their emotions, understand how feelings can influence behaviour, and practise strategies to respond calmly and appropriately in different situations. Drawing on Berry Street strategies, students will track their emotions across a day, notice similarities and differences between themselves and their peers, and build empathy and respect for others.

By the end of the unit, each student will have created a personal toolkit of strategies to help them manage emotions, strengthen relationships, and contribute positively to their classroom and wider school community.

English
Reading and Viewing:
Students will focus on:
- Making predictions, finding the main idea and summarising a text using key evidence from the text
- Reading with fluency - taking note of punctuation and reading at an appropriate pace
- Reading using expression
- Using 'fix up' strategies if errors are made when reading

Speaking and Listening:
Language for interaction in class discussions
Students will focus on:
- Listen and respond to their peers.

English
Writing Genre: Journal Writing & Narrative
Students will focus on:
- Exploring what good writers do
- Using seeds to plan our ideas for writing
- Composing texts to match our seeds
- Exploring the elements of writing a story using the narrative structure

Writing Genre: Persuasive texts
Students will focus on:
- Planning & composing a persuasive text
- Presenting an opinion and providing evidence to support the opinion
- Using a variety of persuasive techniques to their

- Participate in activities that promote turn-taking
- Maintaining eye contact when they speak
- Speaking loudly and clearly when presenting or contributing to class discussions.

opinion across (modal & emotive words (should, must and using strategies such as repetition & exaggeration)ren

Grammar Focus:
- Editing, using punctuation consistently, extending our sentences
- Spelling- short and long vowel sounds review, homophones and Suffixes.

Mathematics

Topic: Data
Students will focus on:
- Collecting data for questions using surveys and digital tools.
- Creating graphs and visual displays to show data.
- Interpreting and discussing the meaning of data displays.
- Comparing the effectiveness of data displays and discussing patterns and differences.
- Conducting investigations, collecting and displaying data, then sharing findings.

Topic: Time
Students will focus on:
- Solving time problems using "am" and "pm."
- Calculating time durations and converting between time units.

Topic: Place Value
Students will focus on:
- Understanding place value to tenths and hundredths.
- Extending knowledge of place value to include decimals.
- Rename numbers and decimal numbers in different ways without changing their value
- use models (such as decimats or linear blocks) to visualise decimal values

Digital Technologies
Students will focus on:
- being responsible digital citizens
- identifying how to use Chromebooks appropriately.
- able to name and save files into the correct folders.
- deciding relevant & irrelevant online information.
- maximising Google Drive use.
- applying general computer skills/shortcuts.

Social and Emotional Learning (SEL)

Students will focus on:
- Reflecting on SJB expected behaviors in order to "be our best"
- Identifying their strengths and personal traits
- Revising SJB dispositions and finding examples of how we can show these traits in our learning
- Identifying our emotions and what they look like
- Understanding how emotions change over the day and what the triggers are

Physical Education
Topic:
Students will focus on:
- Being collaborative and working in teams to play tabloid games which require the use of a range of Fundamental Movement Skills including throwing, catching, running, dodging etc

- Practising the correct technique for track events including long jump, high jump, shot put etc in preparation for the St John Bosco's athletics carnival.
- Reflecting on their performance of a range of specific

	skills and making changes to enhance their performance.
Italian **Topic: Mi presento!** Students will focus on: ● <u>*Focus language*</u>*: Revising HFW- greetings and exchanges; Buongiorno* (good morning), *Arrivederci* (Good bye), *Come stai?* (How are you?), *Sto bene/male* (I'm well/not well), *per favore* (please), *grazie* (thank you), *Prego* (you're welcome) ● **Classroom verb based instructional languag**e, molto bene (very well), tutti (everyone), Capisco, Non capisco (I understand, I don't understand). Posso…? (Can I…?) Using phrases and adjectives to introduce ourselves ● **Mi presento!** Using prior knowledge of greetings and phrases to introduce ourselves, our likes/dislikes. Introduction of adjectives and gender agreement rules. Using adjectives to describe ourselves. ● **Il Tempo:** Che tempo fa? Describing the weather in Italian and presenting a weather report.	**Visual Arts** **Topic:** Students will focus on: ● Working collaboratively to create a whole school art display ● Exploring a variety of artists/ art styles to produce their own self portrait ● Extending their use of pattern and line through Zentangle activities ● Using foreground, middle ground and background in their landscape art
Performing Arts **Topic: Drama** Through the unit of parables,fables and fairytales children will focus on ● Exploring the difference between improvisation and a scripted performance ● Investigating tableaux and in groups create tableauxs for a dramatic scene within a narrative ● Learning about the importance of scripts and how to write one following the correct structure ● Developing their own script to create a monologue for a character in a story depicting their thoughts and feelings ● .perform a pantomime of a scenario depicting various emotions. Through their performance children will demonstrate how voice, body and expression can dramatise emotion ● Creating a costume to represent their character ● Experimenting with sounds to explore movement in a dramatic performance ● Using sounds to create rhythm,mood and connections to others which will enhance the story telling of their performance	**Science** **Topic: Physical Sciences** Students will focus on: ● Investigating how a change of state between solid and liquid can be caused by adding or removing heat. ● Describing solids and liquids by identifying similarities and differences in a range of materials ● Closely observing, and identifying different properties of solids and liquids, which then determines their uses.