

Grade Four OVERVIEW

Term 2 2026



St John Bosco's
School *Niddrie*

Religious Education

Topic: The Passover, Last Supper & Mass

Students will explore the Bible by learning about the Old and New Testaments and the story of Passover. They discover how Passover connects to the Last Supper and how this is remembered in the Mass.

Students will learn about the parts, symbols, and rituals of the Mass, especially the Eucharist, and what they mean for Catholics today.

Students will be prepared to receive their First Eucharist and recognise this as the source and summit of their faith.

After receiving their First Eucharist, students will be encouraged to reflect on the importance of shared meals, their faith journey, and how they can live like Jesus in their daily lives.

Topic: Belonging and the Church community

Students will explore how their family, local parish, the Archdiocese, and the Pope are connected within the Catholic Church.

They will reflect on what it means to belong to their Church and school community and consider ways they can contribute positively as members of these communities.

English

Reading and Viewing:

Students will focus on:

- Summarising non-fiction texts
- Identifying facts and details from non-fiction texts
- Examining visual and multimodal texts, whilst building a vocabulary to describe visual elements and techniques
- Identify persuasive devices and their purpose in text and visual examples.

Speaking and Listening:

Students will focus on:

- discuss literary experiences with others, sharing responses and expressing a point of view
- contribute thinking to small reading group sessions
- be active listeners by posing clarifying questions or questions to gain more information

Inquiry

Inquiry Throughline: Why is it so?!

Big question:

This term in Health, students will explore how body systems, relationships, culture, and personal wellbeing contribute to their health, identity, and resilience. In the first learning sprint, students will investigate key body systems including the respiratory, circulatory, and musculoskeletal systems. This learning will be launched through an engaging incursion with the Life Ed Van on the first day of Term 2, where students will participate in an interactive program exploring how the body works and how nutrients support growth and energy.

Across the term, students will explore key focus areas including intercultural understanding, examining how diverse cultures and worldviews foster inclusion, belonging, and respect, and how challenging stereotypes can influence choices and actions. Students will also develop strategies to build positive relationships, and apply protective behaviours and help seeking strategies to stay safe in both online and offline environments.

English

Writing Genre: Explanation and Persuasive Text

Students will focus on:

- Explore a range of persuasive and explanation texts.
- Demonstrate understanding of the purpose of each of these texts
- Use the appropriate text structures, features and language to plan and compose a persuasive and explanation text.
- Includes a range of adjectives and verb groups to create more complex sentences when writing
- Include figurative language in their writing where relevant.

Grammar: Use punctuation consistently and correctly.

Spelling: common spelling rules/patterns

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| <p><u>Mathematics</u></p> <p>Topic: Shape Students will focus on:</p> <ul style="list-style-type: none"> ● Identifying and naming common 3D objects such as cylinders, spheres, prisms and pyramids ● Describing the features of 3D objects, including faces, edges and vertices ● Classifying 3D objects based on their properties ● Building and constructing 3D objects using concrete materials <p>Topic: Addition and Subtraction</p> <ul style="list-style-type: none"> ● Developing fluency in adding and subtracting numbers up to three digits using efficient strategies ● Representing problems using pictorial models such as bar models and empty number lines ● Applying known strategies (e.g. partitioning, fact families and extended facts) in a range of contexts ● Solving and modelling a variety of word problems, identifying known and unknown parts ● Explaining thinking and using the inverse relationship to check solutions | <p><u>Digital Technologies</u></p> <p>Topic: Using Digital Technologies to enhance our learning experience Students will focus on:</p> <ul style="list-style-type: none"> ● explore a range of digital platforms to showcase their learning - such as Canva ● expand their digital literacy skills including: <ul style="list-style-type: none"> ○ Accessing Google Drive ○ Creating Google Docs and Google Slides ○ Formatting documents such as underlining, bolding ○ Accessing Google Classroom |
| <p><u>Social and Emotional Learning (SEL)</u></p> <p>Focus: Students will focus on:</p> <ul style="list-style-type: none"> ● RRRR Topic 6: Help Seeking, centered on the empowering Idea of : “I am the boss of my boundaries.” This learning encourages students to recognise that their right to feel safe and respected in friendships is a fundamental part of their Human Dignity. ● Aligned with Child Safe Standard 3 (Empowerment and Participation), students will learn that asking for support is a sign of leadership and strength rather than weakness. They will identify their personal safety networks and practice the communication skills needed to participate in decisions about their own wellbeing, ensuring their voices are always heard and taken seriously. | <p><u>Physical Education</u></p> <p>Topic: Students will focus on:</p> <ul style="list-style-type: none"> ● Using the Fundamental Movement Skills of Catch, Throw, Run and Side-arm strike in modified games of T-ball. ● Completing a golf unit where students will explore the different ways to hit a ball to reach a specific target. ● Implementing scoring and rule systems to allow games to be fair and inclusive for all members. |
| <p><u>Italian</u></p> <p>Topic: Italian Regions Geography and traditions Classroom Phrases- <i>Focus language: Revising HFW-</i></p> | <p><u>Visual Arts</u></p> <p>Topic: Students will focus on:</p> |

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 language and gestures

Siamo Italiani! Italian culture, celebrations and traditions-Italian Flag and Coat of Arms, Italian Regions and Italian Geography.

Festa della Mamma: Celebrating our beautiful mums and significant women in our lives.

- Investigating symbolism used in the famous painting of the Last Supper by Leonardo Da Vinci
- Exploring a variety of joining and construction skills to create their own food storage sculpture
- Extending their collage skills through producing a humorous artwork inspired by Archimboldo's famous portraits

Performing Arts

Topic: Drama, media and dance

Students will focus on:

- Continuing their recreation of a fairytale through the use of creating multiple tableaux
- Explore media to present their fairytale using green screen, music and editing programs
- Further developing their monologue performance of a fairytale character focusing on expression of emotion
- Continuing to investigate movement and sound as an avenue of expression in a performance
- Exploring dance through understanding the cultural importance of dance and performance
- learning and practising a dance performance that showcases dance styles of a particular culture.
- Identifying the elements of dance and production elements in dance they make, perform and view, including in dances from local Aboriginal and Torres Strait Islander peoples
- Building awareness body movement can be used to express intentions and stories.
- Exploring and experimenting with the elements of dance (direction, time, dynamics)through learning a structured dance piece
- Using simple technical and expressive skills when presenting dance to communicate ideas and feelings

Science

Topic: Physical Science

Students will focus on:

- Investigating how heat can be produced in many ways and that heat can move from one object to another
- Investigating how well heat moves through different types of materials such as metals, plastics and ceramics, etc.
- Modelling the movement of heat from one object to another using labelled drawings
- Designing and creating a model of an Orion capsule heat shield, and testing various materials to replicate its reentry back to Earth.