

Grade Four OVERVIEW

Term 4 2026



St John Bosco's
School **Niddrie**

Religious Education

Topic: Listening to the Voices of the Past as Pilgrims of Hope

Students will:

- retell the key events in the Old Testament story of Moses
- explain why the Bible tells stories of people from the past
- naming at least 3 voices from the past (Moses, John the Baptist, Jesus)
- explain the links between the story of Moses and the coming of John the Baptist, and Jesus in the New Testament
- recognise how each one shows God's faithfulness
- realise that Advent is a time to further develop our Catholic faith
- recognise how these biblical figures prepared the way for Jesus and continue to inspire Christians to live with hope, faith and trust in God today.

Inquiry

Inquiry Throughline: Our Earth, Our responsibility

Big question: How are people, places and environments connected, and how can we work together to make our community and the world a better place?

Students will focus on:

Throughout the term, students will explore people, places and environments and how they are connected. They will investigate why different environments are important to people and animals and explore ways resources can be used sustainably.

Students will develop their geographical skills by using maps, images, data and other geographical information to describe and compare places. They will explore what makes places special and how natural and human features contribute to a place's identity.

Students will also investigate how their local community is governed. They will identify decisions made by the local government, explore who makes laws and why laws are important, and consider how community members can have a say in decisions that affect them.

Students will explore ways they can contribute to and improve their local community. They will also investigate Australia's connections with other parts of the world by comparing the characteristics, climates and resources of different places.

English

Reading and Viewing:

Students will focus on:

- Visualising: creating mental images from descriptions and details in a text.
- Identifying the main idea: identifying the most important idea in a text or section and supporting it with relevant details.
- Understanding words in context: using information from the surrounding text to work out the meaning of unfamiliar words and phrases.
- Exploring imagery: identifying how descriptive and figurative language creates images, ideas and feelings for the reader.
- Understanding perspective: exploring how characters, authors and different people may have different thoughts, feelings, opinions and viewpoints.
- Using evidence: finding information and details in a text to support responses and explain thinking.

English

Writing Genre:

Students will focus on:

- Writing persuasive texts and letters for a specific audience and purpose.
- Developing clear survey questions to gather information and opinions.
- Identifying and using simple, compound and complex sentences.
- Using conjunctions to connect ideas and add detail.
- Planning, drafting, editing and improving their writing.

Speaking and Listening:

<p>Students will focus on:</p> <ul style="list-style-type: none"> • Participating actively in small-group discussions by sharing relevant ideas and responding to others. • Listening attentively and building on the ideas of their classmates. • Taking turns speaking and using appropriate volume, tone and language for different situations. • Asking and answering questions to clarify their understanding and keep conversations going. • Contributing positively to group work, taking on different roles and working cooperatively with others. • Expressing ideas clearly and confidently, using appropriate vocabulary and sentence structure. • Respecting different opinions and perspectives and responding appropriately during discussions. 	
<p><u>Mathematics</u> Topic: Division Students will focus on: Solving division problems using materials or diagrams, writing a number sentence to show their thinking, and explaining what each number represents Representing division situations using materials, array diagrams and/or bar models Writing division number sentences to show their understanding of groups, the number in each group and the total.</p> <p>Topic: Fractions Students will focus on: Finding equivalent fractions using related denominators Making connections between fractions and decimals to demonstrate their understanding of how they are represented. Counting forwards and backwards using quarters, halves and thirds Locating and representing these fractions accurately on number lines.</p> <p>Topic: Probability Students will focus on: Describing everyday chance events and their possible outcomes, ordering events based on how likely they are to occur, and identifying whether events are independent or dependent. Conducting repeated chance experiments, observing patterns and relationships between outcomes, and identifying and describing how results can vary in games and other chance situations.</p>	<p><u>Digital Technologies</u> Topic: Empathy, Peer Pressure and Online Safety Students will focus on:</p> <ul style="list-style-type: none"> • Recognising peer pressure and making safe and respectful choices online. • Understanding the importance of asking permission before making decisions online. • Using respectful strategies to respond when they feel pressured. • Recognising their own emotions and identifying how others may be feeling. • Understanding how empathy helps build positive relationships online and offline. • Developing strategies to stand up for themselves and others. • Showing empathy and support when someone may need help. • Recognising when somebody needs support and making caring, empathetic choices. • Being an ‘upstander’ by standing up for others in respectful and supportive ways. • Identifying positive and negative forms of online communication. • Responding to online messages with kindness and positivity. • Considering how others may feel before communicating online.
<p><u>Social and Emotional Learning (SEL)</u> Focus: Stress management</p> <p>This term in SEL, our Grade 4 students will be focusing on building emotional literacy, developing positive coping strategies, and understanding personal safety. We will start the term by identifying individual character traits and using simple problem-solving maps to navigate everyday playground choices and peer relationships. Through Topic 5 of the <i>Rights, Resilience and Respectful Relationships (RRRR)</i> curriculum, students will learn to recognise body signals linked to stress, build a practical toolkit of calming strategies, and identify five trusted adults in their support network.</p>	<p><u>Physical Education</u> Topic: Students will focus on:</p> <ul style="list-style-type: none"> • A target games unit which includes games where an object is thrown or kicked to a target, the key focus of this unit is accuracy. • Working cooperatively with team members in order to maintain possession within the game. • An intensive swimming program run by East Keilor Leisure Center.

<p>Additionally, in line with Child Safe Standards 9, 10, and 11, students will explore how physical, digital, and school environments keep them safe, empowering them to know school safety rules and share their ideas on keeping our school community safe and supportive.</p>	
<p><u>Italian</u> Topic: Mi piace... I like... Non mi piace... I don't like... Students will focus on: <u>Focus language:-</u> Revise HFW- <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) <u>Focus language:</u> <i>Ti piace...? A chi piace...? Mi piace... Non mi piace...</i> Expressing what we like and don't like. Asking others what they like and don't like. Natale- Christmas vocabulary and activities</p>	<p><u>Visual Arts</u> Topic: Students will focus on:</p> <ul style="list-style-type: none"> • Working through the Design Process to create a flying sculpture that is made completely from recycled cardboard and everyday objects • Exploring a variety of printmaking techniques including using foam shapes and everyday objects • Collaboratively decorating our art entry for the Westfield Christmas display
<p><u>Performing Arts</u> Topic: Let's perform Students will focus on:</p> <ul style="list-style-type: none"> • Consolidating what was learned in term 1 to 3 through writing a script making it come to life through dance, music and drama. • Combining the areas of drama, dance and music to prepare for the end of year christmas carol night • Focusing on performance presentation skills such as Voice Projection, Stage Presence and Storytelling to utilise when performing at the end of year 	<p><u>Science</u> Topic: Students will focus on:</p> <ul style="list-style-type: none"> - Discovering how bees help plants by transferring pollen between flowers and learn the process, called pollination, is important for plants to reproduce. - Exploring how living things have life cycles and depend on each other and the environment to survive. - Learning how living things depend on each other and their environment. - Considering ways we can support bees and other pollinators, including how gardens and habitats can provide food and shelter for these important animals.