

Mathematics

# 2019 Term Two Overview - Year Four Inquiry

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<u>Prayer</u>	Reading:	Number and Algebra	Inquiry Unit	Personal and Social Capabilities	Physical Education
Students will engage in daily	Compose and respond to	Rearranges and regroups	Clean water, Who's Responsible?		Athletics
prayer opportunities and	questions about a text.	numbers to thousands.	Students will continue to	Self awareness and	Participate in a range of track and field
liturgical celebrations.			investigate the questions:	management	events in preparation for our upcoming
	Identify relevant information	Utilises addition and	●If we do not take responsibility	Positive mindset to learn.	Athletics Carnival (sprints, high jump,
	within a text when	subtraction strategies to solve	for the earth, who will?		discus, shot put).
	researching	mass and capacity problems.	■Who's responsible for the	Students will continue to refine	
Alleluia he is Risen			environment's sustainability?	their skills when working	SEPEP
Students will investigate the	Use the skill of note taking to	Statistics and Probability	●What role does local	independently or in small	Investigate the topic of Sport Education
resurrection story as a sign of	record key information.	Uses appropriate language to	government play in caring for our	groups.	during a Soccer unit where students
hope and our mission to		describe the outcomes and	local environments?		will work collaboratively in a team
continue the message of	Writing:	likelihoods of chance events.	<ul> <li>What actions do we need to</li> </ul>	Consider alternative actions	setting for an entire sport season. They
Jesus throughout our lives.	Groups ideas into paragraphs		take to be stewards of the local	when faced with challenging	will learn how to warm up and train

environment?

Using the information learnt

water and its sustainability. -Present their findings in the form

-Investigate a particular

of a creative project.

throughout Term 2 students will:

environmental issue connected to



They will reflect on the

Ascension of Jesus and the

**Religious Education** 

### Living in Harmony through Stewardship

Students will investigate the Catholic tradition of stewardship and how our traditions, values and beliefs encourage us to live with all of God's creation in harmony.

They will be given the opportunity to investigate these questions:

- What are current environmental issues?
- What are the causes of these issues?
- How do these issues affect human life?
- How can we be stewards of change, and protect/care for God's creation?



# in research, into own texts. Utilise sound charts and

Incorporate new vocabulary

from a range of sources, including words encountered

to sequence content

**English** 

classroom resources when spelling.

Consistently writes with legible, neat handwriting.

Investigates grammatical terms such as prefixes suffixes, nouns, verbs, adjectives, and incorporates correctly into writing pieces.

# **Speaking and Listening**

Use reflective prompts to describe new learnings.

Explores the differences between language of opinion and language of facts.

# Geometry and Measurement

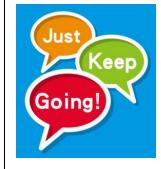
Uses scaled instruments to measure and compare mass. Uses formal units to measure and compare capacity.

### **Passion Projects**

Students will continue to explore their passions, focussing on using the dispositions to set short term goals. They will select and describe the most appropriate way to share their learning.

situations.

Wellbeing



# Social awareness and management

Examine various social situations from various points of view.

Identify corresponding thoughts and feelings that correlate to these situations.

Investigate how our thoughts, feelings and actions affect ourselves and others.

effectively, umpire, score and play a game of soccer, whilst working as a team throughout this unit.

Specialists

Students will also get the opportunity to try out for our Cross Country and Athletics Teams.

### Italian (Blue/Yellow) LA CITTA' DI POMPEII

Students will explore the city of Pompeii. They will investigate, question and form opinions about the impact that the eruption of Mount Vesuvius had on the people of Pompeii. Using modelled examples students will compose a short 'Newspaper Caption' about the disaster at Pompeii. The focus will be sentence structure and the correct use of gender in the Italian language.



### Library Media

Students will explore the interdependency of living things in water environments. They will then investigate organisations that are involved in the conservation and preservation of these areas.

		Technologies Student will use a block coding program called Tynker where they complete a series of interactive games and puzzles. Within the program they will learn how to perform basic programming concepts such as sequencing, repetition, conditional logic and counting.
SWPBS: Respectful: I allow others to learn Resourceful: I give it a go and keep on trying	Responsible: I stay on task Safe: I use good hygiene practices	

**Learning Dispositions:** The following dispositions will be taught through all Curriculum areas: reflective, collaborative, curious, creative, flexible, self-motivated and persistent.