









## 2019 Term Two Overview - Year Four

<u>Religious Education</u>	<u>English</u>	<u>Mathematics</u>	<u>Inquiry</u>	<u>Wellbeing</u>	<u>Specialists</u>
<p><b>Prayer</b> Students will engage in daily prayer opportunities and liturgical celebrations.</p> <p><b>Alleluia he is Risen</b> Students will investigate the resurrection story as a sign of hope and our mission to continue the message of Jesus throughout our lives. They will reflect on the Ascension of Jesus and the Story of Pentecost.</p>  <p><b>Living in Harmony through Stewardship</b> 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.</p> <p>They will be given the opportunity to investigate these questions:</p> <ul style="list-style-type: none"> <li>● What are current environmental issues?</li> <li>● What are the causes of these issues?</li> <li>● How do these issues affect human life?</li> <li>● How can we be stewards of change, and protect/care for God's creation?</li> </ul> 	<p><b>Reading:</b> Compose and respond to questions about a text.</p> <p>Identify relevant information within a text when researching</p> <p>Use the skill of note taking to record key information.</p> <p><b>Writing:</b> Groups ideas into paragraphs to sequence content</p> <p>Incorporate new vocabulary from a range of sources, including words encountered in research, into own texts.</p> <p>Utilise sound charts and classroom resources when spelling.</p> <p>Consistently writes with legible, neat handwriting.</p> <p>Investigates grammatical terms such as prefixes, suffixes, nouns, verbs, adjectives, and incorporates correctly into writing pieces.</p> <p><b>Speaking and Listening</b> Use reflective prompts to describe new learnings.</p> <p>Explores the differences between language of opinion and language of facts.</p>	<p><b>Number and Algebra</b> Rearranges and regroups numbers to thousands.</p> <p>Utilises addition and subtraction strategies to solve mass and capacity problems.</p> <p><b>Statistics and Probability</b> Uses appropriate language to describe the outcomes and likelihoods of chance events.</p>  <p><b>Geometry and Measurement</b> Uses scaled instruments to measure and compare mass. Uses formal units to measure and compare capacity.</p>	<p><b>Inquiry Unit</b> <b>Clean water, Who's Responsible?</b> Students will continue to investigate the questions:</p> <ul style="list-style-type: none"> <li>● If we do not take responsibility for the earth, who will?</li> <li>● Who's responsible for the environment's sustainability?</li> <li>● What role does local government play in caring for our local environments?</li> <li>● What actions do we need to take to be stewards of the local environment?</li> </ul> <p>Using the information learnt throughout Term 2 students will:</p> <ul style="list-style-type: none"> <li>-Investigate a particular environmental issue connected to water and its sustainability.</li> <li>-Present their findings in the form of a creative project.</li> </ul>  <p><b>Passion Projects</b> 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.</p>	<p><b>Personal and Social Capabilities</b> <b>Self awareness and management</b> Positive mindset to learn.</p> <p>Students will continue to refine their skills when working independently or in small groups.</p> <p>Consider alternative actions when faced with challenging situations.</p>  <p><b>Social awareness and management</b></p> <p>Examine various social situations from various points of view.</p> <p>Identify corresponding thoughts and feelings that correlate to these situations.</p> <p>Investigate how our thoughts, feelings and actions affect ourselves and others.</p>	<p><b>Physical Education</b> <b>Athletics</b> Participate in a range of track and field events in preparation for our upcoming Athletics Carnival (sprints, high jump, discus, shot put).</p> <p><b>SEPEP</b> Investigate the topic of Sport Education during a Soccer unit where students will work collaboratively in a team setting for an entire sport season. They will learn how to warm up and train effectively, umpire, score and play a game of soccer, whilst working as a team throughout this unit.</p> <p>Students will also get the opportunity to try out for our Cross Country and Athletics Teams.</p> <p><b>Italian (Blue/ Yellow)</b> <b>LA CITTA` DI POMPEII</b> 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.</p>  <p><b>Library Media</b> 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.</p>

**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.