



2022 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><u>Living in Harmony through Stewardship</u></p> <p>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 explore a current environmental issue in light of Catholic teachings and identify how they can be stewards of God's creation.</p> <p>Students will be encouraged to participate in prayer opportunities, liturgies and Mass.</p>	<p><u>Reading</u></p> <p>Students will explore the different points of view of characters within a text. They will identify a character's changing emotions and their personality traits and explain how these two concepts are different from one another as one is consistent and the other can change.</p> <p>Students will be exposed to the strategies of CAFE which stands for: Comprehension/Accuracy/Fluency and Expanding vocabulary.</p> <p>They will learn how to apply certain strategies to use within their independent and peer reading within the classroom. Students will also determine their own reading goals which will be monitored throughout the term.</p>	<p><u>Number and Algebra</u></p> <p>Students will consolidate their automatic recall of efficient mental addition and subtraction strategies, such as using doubles and near doubles.</p> <p>They will use number lines as a strategy to solve double digit subtraction equations and make links to place value.</p> <div data-bbox="766 1055 945 1234" data-label="Image"></div> <p><u>Chance and Data</u></p> <p>Students will collect, record, compare and represent data in data charts and graphs.</p>	<p><u>Healthy Marine Ecosystems - Who's Responsible?</u></p> <div data-bbox="1092 470 1333 820" data-label="Image"></div> <p>Students will investigate marine ecosystems. They will identify both the living and nonliving things that can be found in such ecosystems and will investigate how these things are dependent on one another for the ecosystem to be functional. They will look closely at human impact, both positive and negative, in these waterways and look at what they can do to improve these environments and</p>	<p><u>Empathy</u></p> <p>Students will be involved in various learning opportunities where they examine different forms of conflict which can occur. They will also be examining body language to identify how another person may be feeling or thinking as a way to see another's point of view. Building the students' empathic skills assists them in a variety of ways.</p> <div data-bbox="1407 1136 1701 1307" data-label="Image"></div>	<p><u>Physical Education Athletics</u></p> <p>Students will participate in a range of track and field events in preparation for our upcoming Athletics Carnival (sprints, high jump, discus, shot put).</p> <p><u>Ball Bounce</u></p> <p>Students will continue to develop their skills in the ball bounce. They will work on control, and utilising both hands when appropriate. Tactical concepts in the game of Basketball will also be explored</p> <p><u>SEPEP - Soccer</u></p> <p>Students will 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</p>



Writing

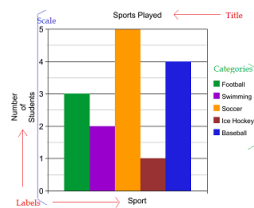
Students will explore writing to entertain with a focus on hooking the reader in with tantalizing opening paragraphs. They will investigate the use of adjectives and synonyms to create a picture in their reader's mind and how to conclude their piece in various ways.

Students will continue to utilise sound charts and classroom resources when spelling. They will explore word meanings by studying the prefixes and suffixes of words.



Speaking and Listening

Students will be presenting an oral presentation based upon a piece of writing completed through the inquiry focus. Students will be provided with time to rehearse this in front of peers, focusing on tone, voice



examine their responsibility in taking care of these environments.

Passion Projects

Students will foster their curiosity of the world through Passion Projects. They will continue to follow their interests and will plan and manage a multi-step project in an area of their choosing. This may include either:

- Designing and making a product
- Researching a topic of choice and communicating this in an engaging and creative way to educate others.

The students will identify dispositions that they currently use and those that need further development. With assistance, students will set personal goals to develop these dispositions.

soccer, whilst working as a team throughout this unit.

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

Visual Arts (4 Blue)

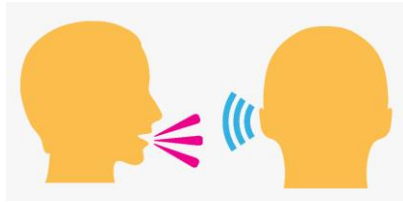
Students are learning to make observations and connections with the natural world around them to inspire their artworks. Students will experiment combining both natural materials (e.g. sticks, leaves, water etc.) and man made (watercolour paint, pencils, oil pastels) in order to create their artworks.



Italian (4 Red & 4 Yellow)

The students will have the opportunity to research and compare popular

level, pace and expression before their presentation.



leisure activities (passatempo) for children in Italy and Australia. They will use familiar vocabulary and sentence structures to conduct surveys about leisure time in Italian. The main focus will be pronunciation and expression.



Library Media

Students will explore the interdependence of living things in water environments. They will investigate organisations that are involved in the conservation and preservation of these areas and why this is important.

Technologies

Students will use block coding programs where they complete a series of interactive games and puzzles. Within these programs they will learn how to perform basic programming concepts such as sequencing, repetition and conditional

loops.

SWPBS:

Respectful: I move to the line calmly and on time

Responsible: I speak and act politely

Resourceful: I seek solutions to my problems

Safe: I report anything that makes me uncomfortable

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