

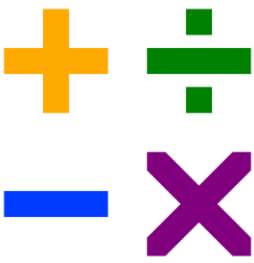






2024 Term One Overview - Year Four

<u>Religious Education</u>	<u>English</u>	<u>Mathematics</u>	<u>Inquiry</u>	<u>Wellbeing</u>	<u>Specialists</u>
<p><u>Our Church Celebrates</u></p>  <p>Throughout this unit students will be learning about prayer, the different formats in which we can pray and the significance of it as a Catholic person of faith. Students will also be investigating the importance of the Church and how they can celebrate their faith as a community.</p> <p>Students will contribute to and participate in classroom and school prayer opportunities and attend Mass as a class, to become familiar with the</p>	<p><u>Reading</u></p> <p>Students will establish good reading routines, including selecting appropriate texts, building reading stamina, using comprehension strategies such as prediction and connections to track their thinking to respond to texts.</p> <p>They will provide evidence from the text to support their thinking. Students will use the skill of note-taking to record key information from written, spoken and visual texts.</p> 	<p><u>Number and Algebra</u></p>  <p>Students will read, write, order and make numbers up to tens of thousands. They will develop efficient mental and written strategies for solving problems involving addition and subtraction.</p> <p><u>Measurement</u></p> <p>Students will recognise ways of estimating and measuring the perimeter and area of shapes, using appropriate formal and informal units.</p>	<p><u>Natural Disasters</u></p> <p>Students will explore different natural disasters and how/why they occur. They will investigate the impact of natural disasters on both people and the environment and will explore how scientific knowledge contributes to how we respond when disaster strikes.</p>  <p><u>Passion Projects</u></p> <p>Students will foster their curiosity about the world through Passion Projects. They will have the opportunity to follow their interest and will plan and</p>	<p><u>Personal and Social Capabilities</u></p> <p><u>Self-awareness and management</u></p> <p>Students will be involved in class community discussions where expectations and routines will be established. They will also discuss key ways in which the students want to speak, act and work with one another within the classroom.</p> <p><u>Social awareness and management</u></p> <p>They will explore different communication styles. They will look to build on their successful communication when working collaboratively.</p>	<p><u>Physical Education</u></p> <p><u>Invasion Games</u></p> <ul style="list-style-type: none"> - Basketball - Soccer <p>Students will:</p> <ul style="list-style-type: none"> -Explore the concepts of 'Read, React, Respond & Recover' <p>READ - the play or the circumstances presented in the game</p> <p>REACT - position themselves appropriately depending on the circumstance</p> <p>RESPOND - implement the appropriate skill or concept</p> <p>RECOVER - After responding, reposition themselves for the next phase of play</p> <p>Students will also have the opportunity to try out for the SMMP5 teams in:</p> <ul style="list-style-type: none"> - Swimming - Cross Country <p><u>Performing Arts</u></p> <p>In Performing Arts this term, students</p> 

processes and expectations when attending the church.

Writing

Students will brainstorm ideas for writing in their Writer's Notebook using various prompts for inspiration. They will follow the writing process to develop their ideas into written pieces.

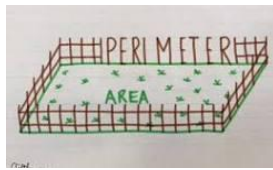
Students will write to inform, incorporating the information collected during the research process. They will explore the use of new vocabulary in their own texts.

Students will continue to utilise sound charts and classroom resources when spelling.



Speaking and Listening

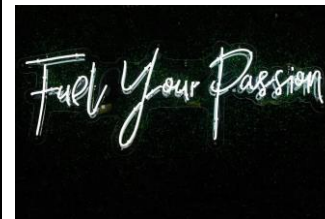
Students will interpret ideas and information, and record key facts from viewed/spoken texts. They will use reflective prompts to help share their learning and experiences.



manage a multi-step project in an area of their choosing which could include:

- Designing and making a product
- Researching a topic and presenting using a method of their choice

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.



will delve further into the essence of drama by exploring the roles of 'Protagonist' and 'Antagonist'. They will explore the dramatic element of tension and have a go at demonstrating ways to show tension in drama. They will use a storyboard to create short stories that demonstrate the relationship between a protagonist and antagonist and perform to an audience.

Italian (4B & 4Y)

The students will have the opportunity to research and compare popular 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 (4 Yellow/4 Red)

Students will investigate what it means to be Australian and explore the role of customs and traditions in the development of the Australian Identity. They will investigate

the influence of a variety of cultures on this identity and how we celebrate our cultural diversity.

Digital Technologies

Students will investigate and apply respectful ways of communicating online. They will continue to develop an understanding of the similarities and differences between the way we behave online and offline and determine what is appropriate and what is not.

Students will also further explore the full functionality of *Google Workspace* including storage, sharing, and organising their online documents.

Positive Behaviour for Learning

Respectful: I use whole-body listening.

Responsible: I work cooperatively with others.

Resourceful: I give it a go and keep on trying.

Safe: I sit when I eat.

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