



Year 4 - Term 4 Program Overview

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Teaching Philosophy

We believe that each child is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature spiritually, emotionally, intellectually, physically, and socially.

It is our desire as educators to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas. At St Luke's we are committed to supporting all students to become successful learners and confident individuals.

Religion

Creator of Human Life - Jesus

From experience, we realise human life is a wonderful gift. The students are encouraged to wonder at the gift of human life and therefore discover that God is the Lord of Life. Jesus taught that, to be friends with God as the Lord of Life, people need to respect their own lives and the lives of others. This includes showing respect for life as he always did by answering questions about life and death. The students are encouraged to follow Jesus' example. Jesus came to help people be close friends with God, including showing respect to all living people. Christians celebrate the coming of Jesus by recalling that he is the Word of God. The power of his words shows also their truth. Catholics celebrate this through Liturgies of the Word and the seven sacraments. As they do so, Jesus helps them to live in ways that help them become close friends of God. One way Jesus' followers become close friends of God is by respecting human life as God calls all people to do through the Fifth Commandment. The students are encouraged to continue to wonder at ways people can respect human life.



Together in Prayer – Advent/Christmas

In this unit, students will see that the more people think about how family members share, use their gifts to help each other, cooperate, keep family rules and join in family celebrations, the more they wonder at love in families. They will appreciate that God gave them families with the ability to relate with and care for each other. Students will understand human families reflect God whenever they love each other and become close. As the trinity of love, students will see how Jesus belonged to a family: the Holy Family, which his followers celebrate in the season of Christmas. Through Jesus they will understand that God showed ways of loving family members including praying for each other. Students will understand Catholics invoke Mary and the saints when they pray. Catholics often use an Advent Calendar to help them plan their prayer during the time of preparations for Christmas called 'Advent'. They will end the unit feeling that as followers of Jesus are strengthened to live like Jesus through prayer. During Advent, followers of Jesus make special efforts to carry out loving actions that reflect the Fourth Commandment.



The Spirit of Jesus assists students to develop a relationship with the resurrected Jesus, helping them to see the spirit of Jesus in their hearts and in others. Through activities that encourage, they become 'switched on' to the presence of Jesus' spirit in their daily lives.

Making Jesus Real is personal reflection centred on the belief that we are the image of Jesus to all those around us. We are his representatives and our actions should reflect His values.

The Spirit of Jesus program invites the students to actively make sense of their Catholic identity through everyday exchanges at home and at school- to see the gospel values in their lived experience.

Students will reflect and complete weekly tasks under the following headings:

- **Values and Attitudes**

What does it mean to be humble?

Who are the quiet achievers?

Are you a Giver?

How can we be happy being a giver?

Are you a giver in friendship?

How do you keep your friendships balanced?

When are you a taker?

Where is the spirit of Jesus in your classroom?

- **Sacraments**

Where is the spirit of Jesus in caring for people?

Are you an Agent of Mercy?

- **Reflection**

What is mindfulness?

Where is your heart room?

Mathematics

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

Term 4 Maths Concepts

Formative and Summative Testing – ongoing formal and informal assessment of concepts covered in Semester 1 and 2.

Number and Algebra

Rounding to 10 and 100

Estimation Strategies

Investigating Number Patterns

Equivalent Number sentences

Simple Budgets

Purchasing and Giving Change

Money Matters

Extension

Factors and multiples to solve problems

Patterns and General Rules

Financial plans and records

Backtracking

Interpreting Data

Statistics & Probability

Organising Data

Column Graphs

Picture Graphs

Measurement

Tessellation

Combining Shapes

Drawing Prisms and Pyramids

Use of Maps

Time – am and pm, 12 and 24 hour, digital and analogue

Time – Word Problems

Problem Solving Strategies

Act out a problem – using tangrams

Find smaller parts of a larger problem.

Investigations

Understanding, Fluency, Problem Solving and Reasoning.

Flick Movie Marathon

This Investigation enables students to use data, timetables and timelines to make decisions about how to spend a day at the movies.

Main focus areas: Reading and interpreting timetables, time (am and pm), organising data and use of column graphs.

Aussie Adventure

This Investigation will broaden students' knowledge of Australia and also give them an opportunity to use number and measurement in a meaningful way.

Main focus areas: Multiplying and dividing by 10, 100 and 1000, addition with larger numbers, rounding to 10 and 100, estimation strategies, kilometres, using maps and picture graphs.

Mathematical learning tasks will be carried out in a variety of settings in the classroom using a range a teaching strategies including:

- Direct instruction
- Small group and paired/shared learning
- Number talks
- Use of manipulative / concrete materials
- Mental Maths games and activities
- Online/Digital Maths programs and games
- Timetables practice
- Dice and Card games
- Maths Games
- Maths Homework

Maths concepts will also be incorporated in other learning areas including Science, Health, History and Digital Technologies

Programs

iMaths Student Book

Mathletics

Literacy

Reading

CARS and STARS Reading Comprehension Strategy program.

This program focuses on twelve specific comprehension strategies necessary for the children to comprehend reading texts at a literal, inferential and evaluative level.

Identifying the Author's Purpose, Interpreting Figurative Language and Distinguishing Between Real and Make Believe are the three strategies to be explored this term.

Whole class reading focus:

Paul Jennings – Short Stories

Tales of a 4th Grade Nothing

The students will be immersed in a range of literacy activities (individual and group) that will be giving the students the opportunity to study these texts in detail.

The children will also be required to:

- Read and respond to imaginative, persuasive and informative texts by decoding, self-correcting, re-reading and recalling.
- Read fluently in a variety of contexts.
- Uses a range of comprehension strategies to demonstrate understanding.
- Locate reading materials for different purposes.

Through small group and differentiated activities, students will complete activities such as:

- Guided Reading
- Independent Reading
- Shared Reading
- Modelled Reading
- Repeated Reading
- Readers Theatre
- Zip Tales online reading and comprehension program
- Responding to the text
- Word work – vocabulary, spelling and grammar related to group or class text.



All students will continue to engage in a reading program using either the Benchmark or Literacy Pro – levelled reading program.

Through one-one assessments, the student's reading level is monitored and adjusted. Students complete comprehension quizzes after reading Literacy Pro books from the school library to test their ability to *read for meaning* and apply *comprehension* skills.

Writing

There will continue to be a focus in Term Four on *Persuasive* writing as well as Informative texts (*Report Writing*) which will be incorporated with class themes, whole class readings, reading groups, as well as Religion, Science and History Learning areas. Students will also revise and practice Narrative writing structures and techniques.

Students will be expected to:

- Use Persuasive Writing and Report Writing Templates
- Write persuasive texts with increased detail and descriptive language in a logical sequence including reasons and supporting detail to substantiate argument.
- Use of Report Writing structures and skills to present research and learning tasks.
- Note taking Skills – skimming, scanning and key words.
- Use simple, compound and complex sentences with correct tense, grammar and punctuation.
- Increase use of direct speech in various forms of writing.
- Develop the use of paragraphs to organise ideas and information during writing tasks.
- Use editing skills to plan, draft and improve written texts without prompting.

- Employ a variety of strategies when spelling and applies these strategies during daily writing.
- Practice formation of letters and numbers correctly with appropriate size, spacing and slope.

Spelling

The spelling program is produced using the Diana Rigg Spelling Program. Students are given spelling words each week which they use in a variety of spelling activities, including using the *Spelling City* program, encouraging them to employ a variety of strategies when spelling and to apply these strategies during daily writing.

Grammar

The text *Oxford Grammar* will be the primary text used by the students. Other resources and programs will also be integrated.

In Term 4 the focus will be on:

- Commas in lists
- Apostrophes of contraction
- Apostrophes of possession
- Grammar in information texts
- Grammar in imaginative texts
- Grammar in persuasive texts
- Quoted speech and speech marks
- Direct and Indirect Speech
- Revision of grammatical features

Sentence Level work

- Stretching sentences
- Examining and writing different types of sentences – simple, compound and complex
- Use of conjunctions and connectives
- Recognition and knowledge of parts of sentences (e.g., nouns, adverbs, prepositions)
- Clauses
- Use of paragraphs
- Topic sentences / Main Ideas

Listening and Speaking

Integrated with Religion, History and Digital learning.

History

Historical Knowledge

First Contacts

Students will examine contacts before 1788 and the impact of settlement on the indigenous population. They will explore the relationship between Bennelong and Captain Arthur Phillip and details of life for the Tasmanian aboriginal people.

Historical Skills

- Sequence historical people and events
- Use historical terms
- Pose a range of questions about the past
- Locate relevant information from sources provided
- Identify different points of view
- Develop historical texts, particularly narratives
- Use a range of communication forms (oral, graphic, written) and digital technologies

Historical Concepts

- Continuity and change
- Cause and Effect
- Significance
- Sources
- Timelines

Topics Covered in Term

- Bennelong / Captain Arthur Phillip
- Aboriginal Men/Pemulwuy
- Tasmanian Aboriginals
- Way of Life Ends/Silent Killer/Manly
- Contact before 1788
- Torres Strait Islanders

Health

Outcomes

Knowledge and Understandings

- Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle.

Attitudes and Values

- Students exhibit attitudes and values that promote personal, family and community health, and participation in physical activity.

Self-management Skills

- Students demonstrate self- management skills, which enable them to make informed decisions for healthy, active lifestyles.

Interpersonal Skills

- Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyle.

Keeping Safe - Being safe. Mandated curriculum.

Focus Area 3: Cyber safety

- ✓ Video media and computer games
- ✓ Television programs
- ✓ Internet
- ✓ Photographs and digital images

Students learn at an age and developmentally appropriate level:

- What is classified as appropriate and inappropriate material
- How to stay safe using various forms of popular material
- What to do if exposed to inappropriate material or feeling unsafe online.

Focus Area 4: Strategies for keeping safe

- ✓ Assertive Responses
- ✓ What if...? Problem Solving
- ✓ POOCH Problem Solving
- ✓ Practicing Problem Solving

Students learn at an age and developmentally appropriate level:

- How to remain calm in an emergency or unsafe situation
- How to communicate in an unsafe situation to be safe or seek help
- Problem-solving skills to keep themselves safe.



Science

Term 4 Beneath Our Feet (Earth and Space Sciences) – PRIMARY CONNECTIONS SCIENCE PROGRAM

The *Beneath Our Feet* unit provides opportunities for students to develop understanding about and explore how natural processes and human activity shape their surroundings. Students' understanding of soils, rocks and landscapes and how they change over time is developed through hands-on activities and student-planned investigations. Students also investigate factors that affect the erosion of soils.

Overarching ideas:

Patterns, order and organisation – Students observe and describe the patterns in landscapes that result from erosion over time.

Form and function – Students explore how the forms in the landscape affect how they are eroded which in turn affects their form.

Stability and change – Students understand that landscapes, which seem stable in our timescale, change over geological time.

Scale and measurement - Students compare the magnitude of events and processes at the Earth's surface that occur over very long periods of time.

Matter and Energy - Students discuss the features of rocks and soils and how they can change over time.

Systems - Students describe interactions between non-living elements of ecosystems, such as the effect of water on rocks.

Term 4 activities and investigations include:

- Lost location – investigate what students know about soils, rocks and landscapes and discuss what features of the landscape change over time.
- Studying soils and soil solutions – explore and describe the features and components of different soils.
- Rollin' Rocks – examine and investigate the features of different rocks and their changes over time.
- Modelling Mountains – investigate the effects of water erosion on the landscape through the use of models.
- Fabulous Formations – understand how landscapes are formed and change over time through study of some of Australia's well known landscapes.
- Examining Erosion – use an investigation with variables to determine the factors that influence water erosion.
- Meticulous Maps – draw a map of where they would bury a time capsule and describe how the landscape may change over time. Reflect on learning during the unit.

Students engage in inquiry based learning as follows:

Questioning and Predicting

With guidance, identifying and constructing questions in familiar contexts that can be investigated scientifically and propose hypotheses, suggesting possible outcomes.

Planning and conducting

- With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment.
- Make and record observations, using formal measurements and digital technologies as appropriate.

Processing and analysing data and information

- Use a range of methods including tables and simple column graphs to represent **data** and to identify patterns and trends.
- Compare results with predictions, suggesting possible reasons for findings.

Evaluating

- Reflect on investigations, including whether a test was fair or not.

Communicating

- Represent and communicate ideas and findings in a variety of ways, such as diagrams, physical representations and simple reports.

Technologies

This term, all information, communication and technology skills will continue to be integrated across the Learning Areas.

Digital Technology

Students will be introduced to features of a variety of Applications that can be utilised across the learning areas using their iPad to enhance their engagement in the BYOD 1:1 program. They will have the opportunity to explore programs during both teacher directed and self-paced learning.

Digital Technology programmes and applications to be used in the classroom this term include:

- SeeSaw
- One-Note
- Spelling City
- Mathletics
- Book Creator
- Pic Collage
- iMovie
- SL Comix
- Microsoft applications
- One Drive
- Word Online
- Timetable App
- Microsoft Teams
- Kahoot
- Padlet
- Keynote
- Pages
- Draw and Tell HD

