

ENGLISH:

Writing: Students will develop descriptive and informative reports based on their chosen living thing which links to our term focus in Science. They will plan, draft and publish an information report using digital technologies and build their vocabulary to include subject-specific language in their writing.

Listening and Responding: Throughout the term, the students will be engaging with a variety of narrative, informative and multimodal texts. During our sessions, the students will be engaged in a variety of tasks where they listen and respond to the text.

Reading: Students will participate in guided reading that focus on a skill associated with good reading practices. These will include predicting, recognising words and working out unknown words, monitoring the reading, identifying and correcting errors, reading on and rereading.

MATHEMATICS:

This term we will be re-visiting and extending on students' mental computation strategies to build their ability to work flexibly with numbers when adding and subtracting two-and three-digit numbers. They will apply place value to partition, rearrange and regroup numbers to assist calculations and solve problems. The students will engage in hands-on investigations to compare objects using familiar metric units. Students will also use given data to interpret information and create displays using digital technologies to support their information reports.

RELIGION:

What does it mean to be community?

By the end of this unit, students;

- Identify a variety of books and text types in the New Testament and explain how a reader uses this knowledge to better understand God's Word.
- Explain the significance of community for Christians.
- Connect ideas about living in community from different texts (including the wisdom of St Paul) and from the experiences of different communities.

H.A.S.S:

H.A.S.S: History and Geography

Students build on their mental map of the world and their understanding of place with a focus on Africa and South America. Students will investigate the types of natural vegetation and native animals on both these continents. Students will learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The interconnections between people and environment are examined by exploring the importance of environments to animals and people and how places are characterised by their environments. Students will identify and compare the characteristics of places, including the types of natural vegetation and native animals. Students will interpret geographical information and data to identify different views on how the environments should be protected, and form conclusions.

H.A.S.S: Civics and Citizenship

- How are decisions made democratically?
- Why do we make rules?
- How can I participate in my community?

In this unit, students develop civic knowledge and understanding, and apply citizenship skills to explore democracy



TEACHING AND LEARNING OVERVIEW

YEAR FOUR: TERM 1, 2019

ST KIERAN'S PRIMARY SCHOOL

Library: 4 Gold: Monday; 12.05pm – 12.25am

4 Blue: Monday; 1.45pm – 2.15pm

H.P.E: 4 Gold: Monday; 12.25pm – 1.05pm

4 Blue: Monday; 9.50am – 10.30am

Music: 4 Gold: Monday; 9.10am – 9.50am

4 Blue: Monday; 8.30am – 9.10am

L.O.T.E: 4 Gold: Monday; 8.30am – 9.10am

4 Blue: Monday; 9.10am – 9.50am

SCIENCE:

Friends or Foes?

Who would think that insects as small as the bee and ant would play such a pivotal role in the world's ecosystems and the survival of humankind? Bees are the major pollinators of our food crops. There are more than 1500 plant species in Australia that rely on ants for seed dispersal to continue their life cycle.

The Friends or foes? unit is an ideal way to link science with literacy in the classroom. It provides opportunities for students to explore the special relationship between plants and animals, such as bees and ants. Through investigations students investigate about the life cycles of these species as well as the mutually beneficial relationships these species have with one another.

VISUAL ARTS:

Students will explore how artists from different cultural backgrounds communicate visually. They will describe and discuss similarities and differences between Australian, African and South American traditional artwork. Students will make art that is influenced by traditions and practices of artworks they experience. This unit links closely to content learnt in H.A.S.S. this term.

- Students will identify intended purposes and meanings of artworks using visual arts terminology to compare art.

in the context of the familiar and personal. They explore democracy through learning about decision making within communities. They also consider the purpose of creating rules for groups and how individuals participate in their community. Through the study of Civics and Citizenship, students can develop skills of inquiry, values and dispositions that enable them to be active and informed citizens.

- *Use materials, techniques and processes to explore visual conventions when making artworks.*
- *Explore ideas and artworks from different cultures and times to use as inspiration for their own representations.*

SPECIALIST LESSONS:

LOTE: *In Term 1, we will learn different places and discuss where we went during the summer holidays. We will also continue building proficiency with the 3 Japanese scripts, Kanji, Katakana and Hiragana. 漢字、カタカナ、ひらがなですね！*

MUSIC: *This term, Year 4 students will be introduced to the recorder, and taking note of the similarities of music between playing the recorder and singing. Relevant Terms: Ostinato, rhythm names/ values, note names. Melody and Accompaniment*

HPE: *This term in Physical Education, students will explore and participate in Indigenous games and activities. They will then explore and develop fundamental movement skills of AFL. They will practice and refine specialised object control skills used within in the game of AFL. Students will combine learnt concepts and strategies when participating in activities and game situations. They will apply rules fairly and scoring systems when participating in game play. Students will also prepare for the 2019 Cross Country Carnival.*

TECHNOLOGY: *Year 4 students will be focusing on the use of digital devices and how they can add to learning, with a focus on personal safety and boundaries. Scratch will be used to showcase this learning.*

DRAMA: *This term in Drama, students will enhance learning in literacy by engaging in a process drama using the text 'The Werewolf Knight' as a stimulus. They will explore ideas and narrative structures through roles and situations and use empathy in their own improvisations. Students will use voice, body, movement and language to create and sustain roles and relationships. They will create, shape and perform dramatic action with a sense of time, place and the use of dramatic tension.*

DESIGN AND TECHNOLOGIES:

What's for Lunch?

In this unit, students investigate food and fibre production and food technologies used in modern and traditional societies. They will develop a food product that would not have been made one hundred years ago. Students will explore how people in different times developed food and fibre technologies to meet human needs.

HEALTH:

This unit promotes and develops mindful attention to oneself and others, tolerance of differences and the capacity of each member of the class to grow as a learner.

Students will investigate how their brains process information and reacts to situations. They will learn how they can react differently, helping their brain make wiser choices in their words and actions. By learning how their brain responds to stress and practising strategies for quieting their minds, students become better at self-regulating, increase their capacity for absorbing information and improve their relationship skills.