

**ENGLISH:**

Students listen to, read and view information and **stories** from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They demonstrate an understanding of the **stories** by responding in speaking and writing, identifying language features, ideas, relationships and messages in the **stories**.

Students will create an informative multimodal presentation providing information and views on a selected story from Aboriginal peoples' or Torres Strait Islander peoples' history and culture.

Students will listen to and view explanations of 'The Dreaming' to gain understanding of what significance this holds. They will read, expand content knowledge, and link ideas and relationships to traditional Aboriginal or Torres Strait Islander peoples' stories.

**MATHEMATICS:**

Mental calculation and estimation are important for everyday life. Good mental calculation is characterised by having a range of strategies, which can be applied flexibly to solve a variety of multiplication and division tasks. This term students will be explicitly shown a range of mental and written strategies they can use to solve multiplication and division problems. Some strategies are more efficient for certain types of tasks. Through regular opportunities to practice, students will describe the mental strategies they use and discuss efficient ways to solve multiplication and division problems. Students will be encouraged to become more accurate and quicker at recalling multiplication facts.

**RELIGION:**

Students will use the Bible's referencing system to locate books, people, places and things in the Bible. They will identify a variety of books and text types in the Old Testament and New Testament and explain how a reader uses this knowledge to better understand God's Word. Students will recognise the Christian belief that God, as Trinity, is relational in nature by identifying and explaining some scriptural passages that express God as Father, Son and Holy Spirit.

Students will describe the practices and characteristics of early Australian and contemporary parishes and dioceses. They will explain how the Sacraments of Anointing of the Sick and Penance are modelled on the ministry and mission of Jesus. Using the appropriate structure, students will create prayers of petition and intercession.

**H.A.S.S:**

The Year 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s.

Students will investigate the diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. They will study the nature of contact between Aboriginal people and/or Torres Strait Islanders and Europeans, and the effects of these interactions on, for example families and the environment.

Students will sequence historical people and events and present findings in a range of communication forms using written, oral, digital, graphic and visual forms including relevant geographical terminology.



**TEACHING AND LEARNING OVERVIEW**  
**YEAR FOUR: TERM 2, 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:****Material World**

New materials have revolutionised modern life. Plastics have been used instead of glass in bottles and windows, and even instead of metals in aeroplanes. Lighter, stronger, warmer fabrics have made extreme weather conditions more comfortable. Designers incorporate new materials in clothes and bags to better suit our needs. Materials scientists are now researching materials that have desirable properties but have less impact on the environment.

This unit provides opportunities for students to develop an understanding of the properties of materials and how they relate to use. Through investigations, students explore how to test the properties of materials fairly and how to use this knowledge to choose materials wisely.

**VISUAL ARTS:****Aboriginal Art**

In this unit, students will explore the communication of cultural meaning through their investigations of Aboriginal art. They will make, display and discuss their own and others' artworks. Throughout the unit, ensure all students have opportunities to develop their higher-order thinking skills. Students develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate.

### **SPECIALIST LESSONS:**

**LOTE:** In Term 2, students continue learning to read hiragana and katakana as we read "Nawatobi Shimashou" ("Let's Jump Rope") by Yo shihumi Hasegawa and translate words and sentences. Students learn the volitional verb form, i.e. Let's read! 読みましょう!

**MUSIC:** This term, year 4 students will be developing their recorder skills and focusing on their fine motor skills and music reading skills. This term year 4 students will also be a listening to and responding to music from different cultures focusing on the culture/ country they are learning about in Dance.

**HPE:** This term in Physical Education, students will combine the fundamental movement skills of running, jumping and throwing to refine and perform athletic sequences. Students will explore and discuss how food and nutrition can affect performance and energy.

**TECHNOLOGY:** In Term Two students will continue to follow a sequence of steps to solve a problem through coding. This skill will involve the students creating a physical environment to solve the problem. **Define simple problems and describe and follow a sequence of steps and decisions (algorithms) needed to solve them. (ACTDIP010)**

**DRAMA:** This term in Drama, students will continue to 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. On competition of this unit they will engage in Theatre Sports Activities.

**DANCE:** In dance this term the students are creating choreography that is then used as part of a class dance. Dance is an important part of the arts Curriculum that develops co-ordination and skills such as balance. During their weekly dance lessons with Mrs. Kay, students will also develop their ability to collaborate as they will be working individually, in pairs and as a group. They will refine and rehearse this dance which will be performed at the school fete.

### **DESIGN AND TECHNOLOGIES:**

#### **What's for Lunch? (Continued from Term One)**

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:**

#### **Making Healthy Choices**

In this unit students will identify strategies to keep healthy and improve fitness. They will explore the Australian guide to healthy eating and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.