



## Year 4 - 2024 Term 1 Overview

Welcome to the 2024 school year! It promises to be a rewarding, productive and inspiring year of learning.

The students will continue to develop the many attributes that contribute to becoming lifelong learners. The Growth Mindset and the dispositions of the Habits of Mind will be the frameworks used to promote deep thinking in a flexible, creative and critical manner. The Habits of Mind are an identified set of 16 problem-solving, life-related skills. This term, the students will be focusing on, 'Thinking Interdependently' (working with and learning from others in reciprocal situations), 'Thinking About Your Thinking (Metacognition)' (being aware of your own thinking, strategies and feelings); and 'Persisting' (persisting with a task through to completion).



Underpinning and explicitly taught through every learning experience will be the Four Capabilities from the Victorian Curriculum: Personal and Social, Ethical, Intercultural, and Critical and Creative Thinking. The Four Capabilities, along with the Growth Mindset and the Habits of Mind tools, align with our School Values, 'I am a learner', 'I am a friend' and 'I am respectful', and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the learning areas. Contemporary literacies will be used to encourage reflection, high-order thinking, Creativity, Critical thinking, Collaboration and Communication.

Throughout the year the students will be participating in the digital safety and wellbeing program 'Inform and Empower', including live-streamed incursions each term. This term, the focus of the incursion will be 'Digital footprint and identity', 'Passwords' and 'Internet Etiquette'. The concepts covered in these sessions will be further explored in class and in Digital Technologies lessons.

### **RELIGION**

Daily prayer and regular Christian meditation led by the students, are an integral part of our Religious Education program.

### **Forgiveness and Healing - Reconciliation**

The students will grow in understanding that:

- the concepts of 'forgiving' and 'healing' are central to the Sacrament of Reconciliation
- there are four stages of reconciliation: admitting wrong; saying sorry; being forgiven; making up
- Jesus shows people how to forgive.



### **The Journey: Lent, Easter and Beyond**

The students will grow in understanding that:

- the Scriptures are the story of the loving relationship between God and God's people
- the New Testament tells us the stories about Jesus and those who followed him
- the events in the last days of Jesus' life on Earth are remembered and commemorated by Christians all over the world.



## INTEGRATED TOPIC

### **Better Together**

The students will:

- explore the various groups we all belong to
- identify and describe the rights and responsibilities within the different groups we belong to, including our families, our school and our community
- learn and enact our School Values to help us become better learners and establish positive relationships with others
- understand and adopt the positive learning dispositions of the Habits of Mind and learn how a Growth Mindset supports us to approach new challenges and become lifelong learners
- identify and discuss behaviours that promote personal safety online
- explore our rights and responsibilities in online contexts and describe online boundaries and consent.

## MATHEMATICS

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them into the learning. This can include the revision of multiplication and division facts, counting, skip counting and purposeful Mathematics games.

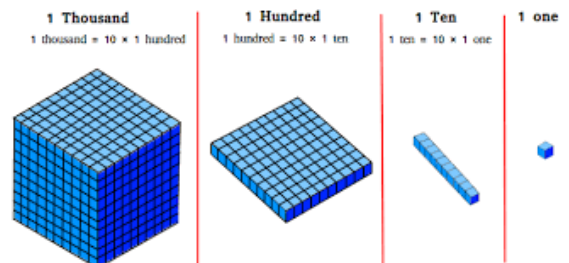
The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year 4 students, *understanding* would include interpreting mathematical information; *fluency* would include choosing efficient strategies to solve problems; *problem-solving* would include verifying that their answers are reasonable; and *reasoning* would include justifying strategies used and conclusions reached.

The following topics will be covered this term:

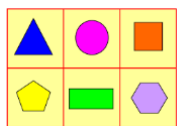
### **Number**

*Place Value:*

- reading and writing five-digit numbers and beyond
- identifying the value of digits within a number – e.g. 12,458 = 1 tens of thousands, 2 thousands, 4 hundreds, 5 tens and 8 ones
- ordering numbers
- rounding numbers to the nearest 10, 100 or 1000
- adding and subtracting 10, 100 or 1000 to/from numbers.



### **Measurement and Geometry**



*Shape:*

- identifying regular and irregular two-dimensional shapes and comparing their properties
- exploring the properties of three-dimensional objects, comparing them to students' knowledge of two-dimensional shapes.



### **Statistics and Probability**

*Interpreting Graphs*

- interpreting graphs in which symbols represent more than one data value
- suggesting questions that can be answered by a given data display and using the display to answer questions.

## **ENGLISH**

### **Reading**

The students have been listening to and responding to novels. In Year 3/4H the students will be reading 'Tales of a Fourth Grade Nothing' and in Year 4/5C the students will be reading 'The Last Bamboo Stalk'. The students will be prompted to engage with the stories by asking and responding to questions, and further develop their comprehension by engaging in creative reading response lessons based on the texts. The students will be examining the features of narrative texts, looking carefully at examples to highlight the structures, vocabulary and plot development techniques that authors use. Students will also work to identify the main themes of these rich texts and relate them to their own lives.

### **Writing**

The focus this term is on both narrative and persuasive writing. The students will analyse various examples of narratives and persuasive texts, identifying the main parts and key language features. They will be given opportunities to write their own imaginative and persuasive texts, employing their knowledge of what makes an interesting narrative, such as plot and character development; and their growing knowledge of what makes a strong persuasive text, such as the use of emotive language, compelling arguments and providing evidence to support their points of view.

The students will be encouraged to reread and edit their texts for appropriate structure, grammatical choices and punctuation.

### *Grammar and Punctuation*

Each week the students will investigate an area of grammar or punctuation and then seek to include it in their own writing.

This term we will be exploring:

- ending punctuation - '.', '?', '!'
- sentence structures
- common and proper nouns
- adjectives.



### *Word Study*

Spelling strategies will be developed throughout the year to assist the students in becoming independent and successful writers. The main spelling strategy is the CHIMP method. Each week there is a focus on a particular sound and the letters that represent that sound. The students will become more aware that they should use visual, sound, and meaning strategies to accurately spell words. The students will focus on the following sound patterns:

- 'b', 'bb' sound, as in 'balloon', 'ribbon'
- 'a' sound, as in 'apple'
- 'k', 'c', 'qu', 'ck', x 'ch' sound, as in 'kite', 'car', 'queen', 'sock', 'fox', 'school'
- 'e', 'ea' sound, as in 'egg', 'head'
- 'd', 'dd' sound, as in 'duck' and 'paddle'
- 'f', 'ff', 'ph' sound, as in 'fish', 'cliff', 'phone'
- 'o', 'a' and 'au' sound, as in 'orange', 'watch' and 'auto'
- 'i' sound, as in 'igloo'.

The students will practise spelling their words using the 'CHIMP' spelling method:

- CH - Chunk (break the word up into parts)
- I - Investigate (find out about the word, its meaning and related words)
- M - Memory screen (commit the word to memory by visualising it and writing it)
- P - Practise (write the word in a sentence).

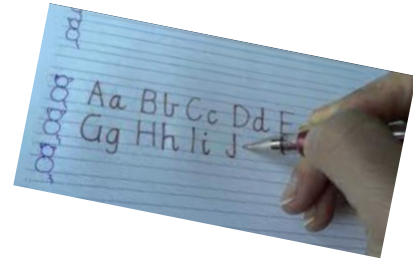
### Handwriting

This term students will focus on letter formation, direction, placement on lines of lower and upper case letters, as well as pencil grip and good writing posture. They will continue their revision and practice of Victorian Modern Cursive.



The students will focus on:

- diagonal joins
- diagonal joins to s and from s
- diagonal joins to f
- horizontal joins
- horizontal joins to e.



### Speaking & Listening

The students will participate in a variety of formal and informal learning experiences to develop their oral communication skills.

The focus this term will be:

- continuing to develop their active listening skills
- explaining reasons for personal preferences when discussing and exploring texts
- comparing opinions about characters, events and settings, in and between texts
- communicating and expressing ideas.

### LIBRARY

The theme that the students will focus on this term is, 'I Am a Reader', which aims to encourage all students to see themselves as competent and confident readers, who read a wide range of texts, for different purposes.

Through the planned learning experiences, the students will:

- reflect on their preferred types of texts, including novels, comic books and magazines
- describe their preferred reading genres, such as science-fiction, adventure or sport
- discuss their favourite texts and authors
- create a 'wish list' of books they would like to read in the future
- share how different books have made them feel
- make connections between texts and their own experiences, as well as to the wider world
- borrow and scan their books, choosing from fiction and non-fiction collections.



**All students require their library bag to borrow.  
Library borrowing day is Wednesday for Year 4/5C.  
Library borrowing day is Thursday for Year 3/4H.**

Bernadette Healy

### SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly throughout the term.



The topics that will be covered this term are:

- *Introduction to Emotional Literacy* - identifying and describing different emotions in ourselves and others
- *Introduction to Gratitude* - reflecting on times that we have been grateful
- *What is Empathy?* - understanding the meaning of empathy
- *What is Mindfulness?* - developing an understanding of mindfulness
- *Introduction to Character Strengths* - developing an understanding of character strengths
- *Strength Spotting* - identifying character strengths.



## **DESIGN AND DIGITAL TECHNOLOGIES**

This term the students will start with a focus on online safety, looking at how to keep their information safe and how to behave appropriately while online or using technology. This will coincide with another year of taking part in the 'Inform and Empower Digital Safety and Wellbeing' program and participating in termly live streams. The focus of 'Inform and Empower' this term will be *digital footprint & identity, passwords and internet etiquette*.

Then the focus will shift to the design curriculum as the students learn about the design process and have the opportunity to use this process to create solutions for a given problem.

The students will:

- define what a '*digital footprint*' is
- discuss strategies to protect their information online
- understand the meaning of 'consent' and how it relates to their actions and behaviours while online
- identify and explain the steps in the design process
- use the design process to design and make products and solutions.

Sam Cassimatis

## **VISUAL ARTS**

This term the students will be learning about Cubism. They will be using stencils and guides to help them create an asymmetrical self-portrait with watercolour paints. The students will include a mix of different shapes and colours, they will also add features such as hair, shoulders and segmented shapes to make up the background. This topic will form part of the artworks that will be included in our school art show later this year.



Jules Brooks

## **HOME LEARNING and STUDENT DIARIES**

The students are required to read each school night and to record this in their Student Diary. They are also required to use their student diaries as an organisational tool and, at the beginning of each week, the students will record key events for the upcoming week. The students are required to have their diary signed by a parent or guardian each week **and submit their diary to their classroom teacher each Monday**.

## **ITALIAN**

*L'Aula Italiana (The Italian Classroom)*

This term, the students will revise greetings and key phrases that will support them in everyday conversations in the classroom. The students will revise the days of the week and through this, be encouraged to share their interests and leisure activities which they do at home. Towards the end of the term, the students will also explore the Easter Tradition and make connections and comparisons between traditions in Italy, Australia and their own cultural backgrounds.



Signora Merola

## **PHYSICAL EDUCATION**

The students will:

- continue to Increase their range and application of motor skills by refining and further developing their hand-eye and foot-eye co-ordination, by applying these skills in sports such as soccer and cricket
- continue to apply a combination of locomotor and object control skills within a sport or game setting
- implement and exhibit inclusive practises such as, working cooperatively within a team, maintaining possession and passing to other players, by communicating, listening and through body language
- demonstrate spatial awareness in a game setting.

Coach Bruno



## **PERFORMING ARTS**

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills. The students will:

- learn how to create music using their body and collaborate with their peers to create a body percussion routine
- practise reading traditional and invented notation in music as they rehearse and perform
- explore and experience a range of roles and situations in Drama that they initiate and develop
- evaluate drama they perform, for example, 'How well did they collaborate to make drama? What worked best in the drama?'



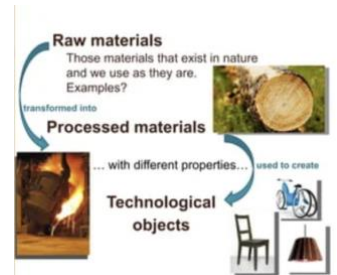
Karil Torcasio

## **SCIENCE**

This term, the students will begin by exploring the questions, 'What is Science?', 'What is a scientist?' and 'Where do scientists work?'. By sharing their previous knowledge and experiences with each other, the students will further develop collaborative skills and a shared scientific language and mindset.

The students will continue to use this language and mindset to develop a greater awareness of themselves and their world as they explore this term's focus on Chemical Science. The students will:

- describe the properties of different natural and processed materials
- understand that properties of materials influence their use
- identify physical and chemical changes to materials.



Janelle Baldwin

## **REMINDERS**

Monday:

- Diary handed in

Tuesday:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesday:

- Digital Technologies - Year 3/4
- Library - library bag required for borrowing - Year 4/5
- Visual Arts - art smock required

Thursday:

- Huff and Puff 8:55 - 9:05am
- Science
- Library - library bag required for borrowing - Year 3/4
- Digital Technologies - Year 4/5

Friday:

- Sport - sport uniform to be worn

## **CLASSROOM TEACHER CONTACT INFORMATION:**

Please do not hesitate to contact us anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with us, please email to arrange a mutually convenient time.