



Year 4 - 2024 Term 2 Overview

Welcome to Term 2, which promises to be a rewarding, exciting and engaging term of learning for our students!



Throughout this term, the students will be supported through a range of learning experiences that incorporate the use of contemporary tools such as the Habits of Mind (HoM) and the learning dispositions which lead to a Growth Mindset. This term the HoM we will be focusing on are, 'Questioning and Posing Problems' (finding problems to solve, developing a questioning

approach and identifying strategies to find solutions), 'Thinking Flexibly' (being able to change perspectives, generate alternatives, consider options), and 'Managing Impulsivity' (thinking before acting, remaining calm, thoughtful and deliberate). Contemporary literacies, including the '4 Cs of 21st-century learning' - Creativity, Critical thinking, Collaboration and Communication - will be used to encourage reflection and high-order thinking.

These tools align with our school values of, '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 curriculum. The four Capabilities from the Victorian Curriculum, 'Personal and Social', 'Ethical', 'Intercultural' and 'Critical and Creative Thinking', will continue to be taught explicitly in and through all learning areas.

This term our students will be participating in a range of special experiences including an onsite incursion from Life Education Victoria, where students will explore the benefits of healthy food for health and energy; the function of some major body systems - digestive, respiratory, circulatory and others; and the factors that influence physical health, such as nutrition, exercise and medicines. They will also participate in an online incursion from 'Inform and Empower' where they will explore healthy digital habits including recommendations around screen time, green time and sleep habits. The concepts covered in these sessions will be further explored in class and in Digital Technologies lessons.

To support our Integrated Studies topic this term, the students will visit the Royal Botanic Gardens in Melbourne to participate in their 'Health and Wellbeing in Nature' program where they will explore the physical, mental and emotional benefits of nature and spending time outdoors. It is sure to be a term full of exciting and rich learning experiences for our students.



RELIGION

Daily prayer, regular Christian meditation led by the students and liturgical celebrations are integral parts of our Religious Education program.

The Presence of the Spirit

The students will grow in their understanding of:

- the story of Pentecost and the roles of the Holy Spirit, the apostles and Mary
- the significance of Pentecost for the development of the early Church, and Christians’ lives today
- the qualities of a Spirit-filled person
- the connections between themselves, Mary and other Spirit-filled people.

Sacraments of Initiation - Baptism, the Eucharist and Confirmation

The students will grow in understanding that:

- initiation is the process of becoming a full member of a community
- through Baptism, Christians are welcomed into the Church
- Christians become fully initiated into the Church when they have received all three Sacraments of Initiation.



INTEGRATED TOPIC

Healthy Mind, Healthy Body

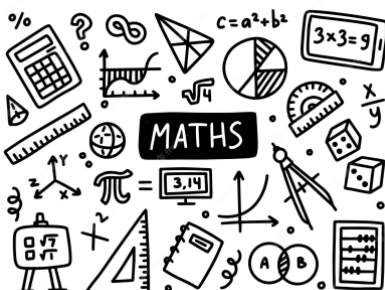
The students will:

- develop knowledge, understanding and skills in relation to their health, well-being and safety
- develop an understanding of how their bodies grow and change as they get older
- explore the knowledge, understanding and skills that support individuals to build and maintain respectful relationships
- investigate health messages from different sources
- identify some of the purposes of media messages and advertising concerning food and diet
- explore actions to enhance their personal health and well-being.



chibird

MATHEMATICS



Developing ‘number sense’ and a ‘Mathematical Mindset’, are essential components of learning in Mathematics. Every lesson will begin with a short activity that engages the students, tunes them into the learning, and further develops mathematical thinking. This can include the revision of multiplication facts (up 10 x 10), 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 identifying the relationship between related multiplication and division facts; *fluency* would include recognising robust ways of answering questions; *problem-solving* would involve using different strategies to recall multiplication and related division facts; and *reasoning* would include deducing and justifying strategies and conclusions reached.

The following topics will be covered this term:

Number

Addition and Subtraction

The students will:

- revise and practise formal written algorithms with 3- and 4-digit numbers (and beyond)
- use estimation strategies and mental calculations to check answers for 'sense'.

Multiplication and Division

The students will:

- use known multiplication facts to calculate related division facts
- practice extending multiplication facts (for example 4 by 7 is 28 so 4 by 7 tens is 28 tens)
- solve problems involving division by a one-digit number, including those that result in a remainder
- identify and describe factors and multiples of whole numbers and use them to solve problems
- incorporate the use of suitable technologies such as calculators, to develop mental strategies and estimation skills

Fractions and Decimals

- modelling and representing unit fractions, including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and their multiples, to a complete whole
- investigating equivalent fractions, e.g. $\frac{1}{2} = \frac{2}{4}$
- counting by halves, quarters and thirds, including with mixed numerals, e.g. 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$...
- model, represent and order numbers to tenths and hundredths.



Measurement and Geometry

Length, Perimeter and Area

The students will:

- measure and compare lengths using scaled instruments, e.g. rulers
- identify the length and width of a variety of shapes
- calculate the perimeter of a variety of shapes
- compare the area of given shapes using informal means of measurement (e.g. using grid paper)
- calculate unknown side lengths using given information, by applying their knowledge of known shape properties.

Time

The students will:

- use am and pm notation
- solve simple time problems.

Statistics and Probability

Probability

The students will:

- describe possible everyday events and order their chances of occurring
- identify everyday events where one cannot happen if the other happens e.g. I went to sleep so I couldn't go to school
- identify events where the chance of one will not be affected by the occurrence of the other, e.g. I ate breakfast, I played guitar.

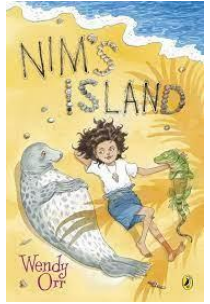
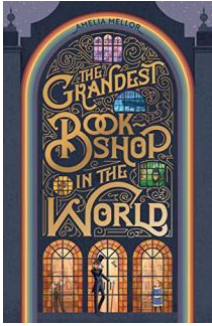


ENGLISH

Reading

The students will be involved in whole class, small group and individual reading skills activities.

As part of serial reading, the students in Year 3/4H will study the novel, 'Nim's Island' by Wendy Orr and the students in Year 4/5C will study the novel, 'The Grandest Bookshop in the World', by Amelia Mellor. There will be a focus on further developing effective reading strategies and comprehension skills, enabling them to locate literal and inferential information, make evaluative judgements and reflect on the different viewpoints represented in the novels.



Writing

The focus this term is on informative and transactional writing. The students will analyse various examples of information texts, identifying the main parts and key language features. They will be given opportunities to write their own information texts, using their growing knowledge of what makes a good information text, such as the inclusion of interesting facts

that are organised into categories and the use of subheadings. In exploring transactional writing, the students will compose letters for different purposes, following the structure of these texts. The students will continue to be supported in rereading and editing their texts for appropriate structure, spelling, grammatical choices and punctuation.

Grammar & 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 the students will be exploring:

- correct use of punctuation marks, including: . , ? !
- common nouns, proper nouns and pronouns
- adjectives
- adverbs
- simple and compound sentences
- apostrophe of possession.

Word Study

Each week there is a focus on a particular sound and the letters that represent that sound. There is also an emphasis on word meaning and vocabulary development, and using the words in context.

This term, the students will be focusing on the following letter/spelling sounds:

- 'f', 'ff' and 'ph' sound as in fish, cliff, phone
- 'o' 'a' as in orange and watch
- 'g' and 'gg' as in girl and egg
- 'u' and 'o' as in umbrella and monkey
- 'h' as in house
- 'ai', 'ay' 'a_e' and 'a' as in snail, hay, cake and lady
- 'l' and 'll' as in lizard and bell
- 'ee', 'e', 'ea', 'y' and 'ey' as in bee, me, seat, baby and money
- 'm' and 'mm' and 'mb' as in moon, hammer and thumb
- 'i_e', 'y', 'igh', 'i' and 'ie' as in ice-cream, fly, night, spider and pie.



Handwriting

The students will:

- revise and practise correct letter formation, pencil grip and hand positions
- explore and apply diagonal and horizontal joins
- refine their handwriting skills, working towards developing a personal style that is consistent, legible and fluent.

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
- interpreting ideas and information from spoken texts
- listening for key ideas in order to use, share and extend their initial ideas and thinking
- communicating and expressing ideas.

LIBRARY

This term, the students will be immersed in an author study of children's fiction writer, David Walliams and his books.

The author study is designed to engage and assist in further developing:

- reading and writing skills
- critical thinking skills
- information literacy skills
- sense of themselves as belonging to a community of readers.

The students will:

- discuss and compare literary concepts like character, plot, setting, point of view, use of imagery, metaphor and word choice
- identify how the text and accompanying illustrations work together to tell a complete story
- compare and contrast different works by the author
- research information about the author
- share recommendations and responses about what they are currently reading.



This term, the students will continue to borrow and scan their own books, choosing from fiction and non-fiction collections.

Students require their library bag to borrow.

Library borrowing day is Wednesday for students in Year 4/5C

Library borrowing day is Thursday for students in 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 Character Strengths' - identifying different character strengths and how they are displayed
- 'Strength Spotting' - identifying our own character strengths
- 'My Playground - Parts 1, 2 and 3' - understanding we may have many things to be grateful for
- 'Small Acts of Kindness' - understanding the impact of showing kindness
- 'Ordinary Mary' - showing a simple act of kindness
- 'Five Count Belly Breathing' - developing strengths to help us to meditate
- 'Mindfulness Movement' - using yoga to practise being mindful.

TECHNOLOGIES

The focus for Digital Technologies will align with the 'Inform and Empower Digital Safety and Wellbeing' program. These include balancing screen time, building healthy relationships with technology and understanding why technology can be addictive.

As a part of the unit, students will also continue to use their knowledge of the design process to solve a given problem. To finish the term, students will learn about the binary system and how computers use it to communicate.

The students will:

- describe the impacts of too much screen time
- identify 'green time' activities that they can integrate into their weeks to balance screen time
- use the design process to plan, create and reflect on a solution to a given problem
- understand binary code as a two-digit system for representing and storing data

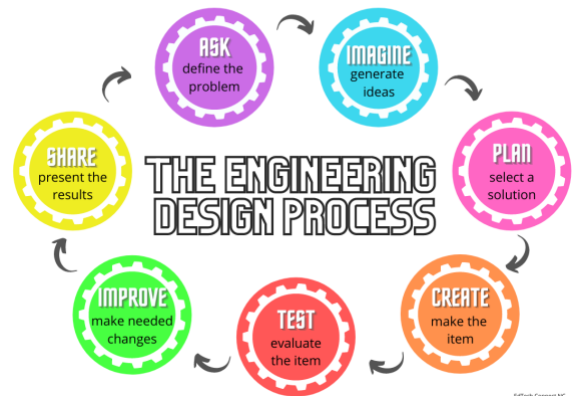
Sam Cassimatis

VISUAL ARTS

Continuing on from last term, the students will explore how artworks are used to celebrate the every day. They will continue to investigate how artist, Claudia Moodoonuthi, uses art elements and principles – such as colour, line and pattern – to convey a sense of identity and celebrate aspects of her everyday life, and how her work intersects with design.

Drawing links to their own lives and interests, the students will create designs related to their families and the homes in which they live. The students will create a three-dimensional model that uses shape, colour and living grass to give a sense of self-identity in their artwork.

Julienne 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

The students will revise their understanding of the days of the week by talking about their weekly routines and pastimes. Through this, they will learn about the irregular verb *fare* (to do) as well as other pastime verbs (e.g. *nuotare*: to swim), and use these to form simple sentences about their hobbies, pastimes and interests. The students will learn this through games, listening comprehension tasks and artistic activities.



The students will also learn to follow simple Italian oral instructions and visual prompts to create paper art. During the term, they will also prepare for and participate in Italian Day where they will deepen their understanding of Italian culture and art.

Signora Merola

PERFORMING ARTS

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



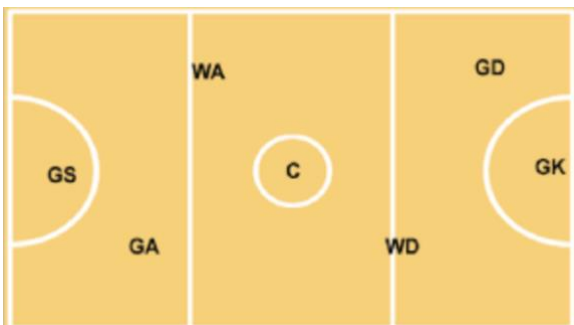
The students will:

- experience, understand and create a drone (Western and Eastern) to accompany a song
- create tuned 'ostinati' (repeating phrase) based on letters of words
- develop and maintain the role of a fictional or non-fictional character in a performance
- explore roles and situations in drama activities by trialling the use of language, such as choice of words, expressions and tone.

Karil Torcasio

PHYSICAL EDUCATION

Throughout the term, the students will engage in comprehensive netball training sessions designed to build on their existing skills and introduce new techniques. They will focus on individual improvement and team dynamics, including identifying and demonstrating fair and honest sporting behaviours.



In addition to netball, students will dedicate time to preparing for the cross-country event, developing an understanding that endurance and fitness levels can be improved through participation in training.

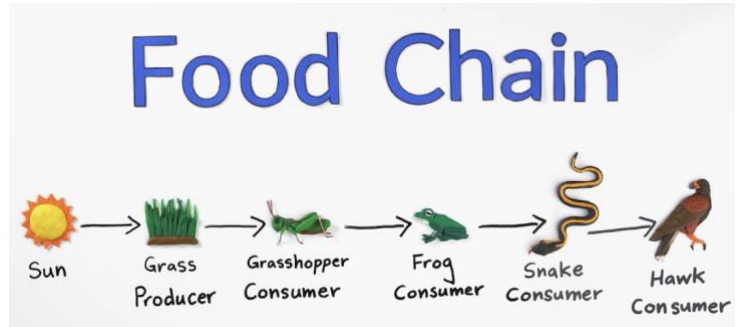
Coach Bruno

SCIENCE

The focus this term is on Biological Sciences.

The students will:

- compare and contrast a variety of different life cycles
- describe the needs of living things and name some ways they depend on the environment to survive
- explore how humans can use the natural features of the environment in a survival situation
- create simple food chains to show energy flows in the environment
- investigate the special relationship between flowers and bees and explore how bees are important for the survival of a variety of other living things.



Janelle Baldwin

REMINDERS

Monday:

- Assembly
- Students to bring diaries in

Tuesday:

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

Wednesday:

- Digital Technologies
- Visual Arts - art smocks are required
- Library - library bags are required for borrowing - Year 4/5 students

Thursday:

- Huff N Puff 8.55-9.05am
- Science
- Library - library bags are required for borrowing - Year 3/4 students

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.