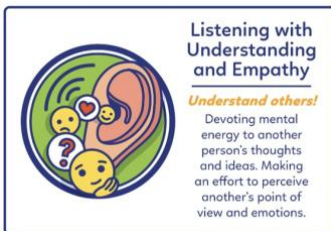




## Year 4 - 2025 Term 1 Overview

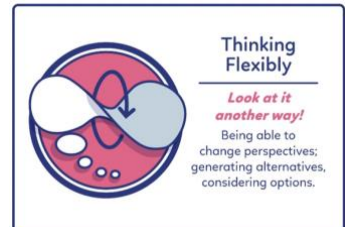
Welcome to the 2025 school year! It promises to be an exciting year of learning together.

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. The three Habits of Mind we will be focusing on this term are, '*Listening with Understanding and Empathy*', '*Managing Impulsivity*' and '*Thinking Flexibly*'. These 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 receive relevant and purposeful learning opportunities where core knowledge and skills are integrated across the learning areas. Contemporary literacies will be used to encourage reflection and high-order thinking, including the '4 Principles of 21st-century learning', Creativity, Critical thinking, Collaboration and Communication. 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.

Throughout the year, students will participate 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'.



### RELIGION

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

The learning units that will be explored this term are:

- Prayer
- The Journey: Lent, Easter and Beyond.

### INTEGRATED TOPIC

#### **'Squad Goals' - Health, Capabilities**

The students will:

- 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.



## 'Rules and Laws' - Civics & Citizenship

The students will:

- identify the differences between rules and laws,
- describe why laws are important and how they affect people's lives
- compare and contrast the rights and responsibilities of people in their communities.



## 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 process. This can include *revising multiplication and division facts and building fluency using the four operations*.

Alongside this, each Maths session will include a 'Daily Review'. This important component consists of reviewing and revisiting previously taught knowledge and skills in a considered methodical approach. This is purposefully designed to ensure the students regularly practice retrieving previously taught knowledge and skills from their long-term memory and 'recall' it in their working memory. Research into the Science of Learning shows that this methodology strengthens the neural connections in long-term memory, thereby aiding 'remembering' and reducing 'forgetting'.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding, fluency, problem-solving and reasoning*. For Year 4, *fluency* would include recalling addition, subtraction, multiplication and division facts; *understanding* would include modelling problems with the use of concrete materials and pictorials; *problem-solving* would include making appropriate choices to solve equations using the four operations; and *reasoning* would include the ability to explain and justify the strategies chosen.

The following topics will be covered this term:

### Number

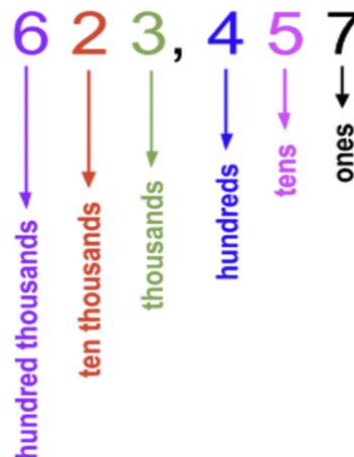
- *Place value*
- *Number sequences*
- *Multiplication and division*

### Measurement

- *Perimeter and area*

### Statistics

- *Data representation*

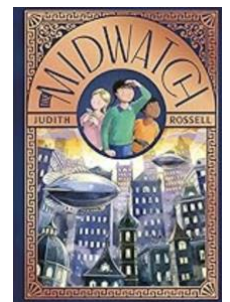


## ENGLISH

Each English session will commence with a 'Daily Review' of key English language and literacy skills. This important component consists of reviewing and revisiting previously taught knowledge and skills in a considered, methodical approach. This is purposefully designed to ensure the students regularly practice retrieving previously taught knowledge and skills from their long-term memory, and 'recall' it in their working memory. Research into the Science of Learning shows that this methodology strengthens the neural connections in long-term memory, thereby aiding 'remembering' and reducing 'forgetting'.

### Reading

The students will be involved in whole class, small group and individual reading skills activities. There will be a strong focus on further developing effective reading strategies and comprehension skills, enabling the students to locate literal and inferential information and make evaluative judgements. As part of serial reading, the students will read '*Midwatch*' by Judith Rossell. They will make predictions, discuss themes, plot devices and author choices, as well as locate literal and inferential information within the text.





## Writing

The focus this term is narrative and persuasive writing.

The students will analyse various examples of narrative texts, identifying the main parts and key language features. They will be given opportunities to write their own imaginative texts, employing their knowledge of what makes an interesting narrative, such as plot and character development.

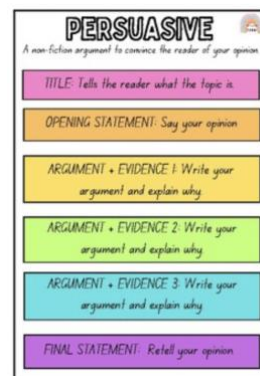
The students will analyse various examples of persuasive texts, identifying the main parts and key language features. They will be given opportunities to write their own persuasive texts, using their growing knowledge of what makes a strong persuasive text, such as the use of emotive language and evidence to support their arguments.

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

## Grammar & Punctuation

The students will:

- accurately use quotation marks to signal dialogue in written texts
- understand and apply conventions for quotation marks following sentence punctuation such as capital letters and commas.



## Word Study

Spelling strategies will be developed throughout the year to assist the students in becoming independent and successful writers. A key spelling strategy the students will use is the 'CHIMP' method. CH - chunk, I - investigate, M - memorise, P - practise.

Each week, the students focus on a particular sound and the letters that represent that sound. They will become more aware of the need to use visual, sound and meaning strategies to spell words accurately.

A spelling pre-test will occur each Monday morning - students will have a focus list of 8 words which will be tested through a post-test each Friday.

The students will be focusing on the following letter/spelling sounds:

- short 'a' sound, as in 'apple'
- 'k', 'c', 'qu', 'ck', 'x', 'ch' sound, as in 'kangaroo', 'crowd', 'queen', 'sock', 'fox', 'school'
- short 'e', 'ea' sound, as in 'egg', 'head'
- 'd', 'dd' sound, as in 'duck', 'paddle'
- short 'i' sound, as in 'igloo'
- 'f', 'ff', 'ph' sound, as in 'fish', 'cliff', 'phone'

## Handwriting

Handwriting sessions each week will focus on consistent and correct letter formation, fluency and presentation. The students will be working towards getting their pen licences by the end of the year.

## Speaking & Listening

The students will:

- project their voice to an audience with clarity and confidence
- use visual prompts to enhance short presentations to an audience
- participate in a fortnightly 'Strain Your Brain' presentation on a given topic, which will be completed as home learning and presented in class time.

**Library borrowing day is Thursday.**

## **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 covered this term are:

- *Emotions*
- *Character Strengths*
- *What is Empathy?*
- *Small Acts of Kindness*
- *Calming a Busy Mind*
- *My Mindfulness matters*
- *Introduction to Gratitude*

## **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 participating in the 'Inform and Empower Digital Safety and Wellbeing' program and in termly live streams. The focus of 'Inform and Empower' this term is on 'Digital Citizenship' and will include:

- Understanding the internet
- Rights and responsibilities.

Brad Sacco

## **VISUAL ARTS**

The students will focus on the artwork of the famous artist Yayoi Kusama, whose works are currently on display at the National Gallery of Victoria.

The students will:

- identify key moments in the life and artistic career of Yayoi Kusama
- discuss themes and ideas present in key works she has produced in her career
- identify and describe the ways she has used materials and techniques to produce different kinds of artworks and immersive experiences
- produce a piece of work in the style of Yayoi Kusama.



Jules Brooks

## **HOME LEARNING and STUDENT DIARIES**

The Year 4 students are required to read each school night and to record this in their Student Diary. Other home learning may include revising and consolidating knowledge of the multiplication facts or spelling words (website links to support this learning are listed on the Google Classroom should students wish to use), and additional Religious Education or Integrated Studies learning tasks. Students' spelling lists are on their Google Classroom, with some additional, optional tasks that students may choose to complete to learn their spelling words.

**Strain Your Brain** - students will follow a fortnightly schedule for this speaking and listening task. Please see the Google Classroom (also sent home in hard copy) for further details.

**We ask that parents sign the diaries each week.** Diaries will be checked each **Monday** by the classroom teacher. **Diaries are to be at school every day, as we use these as an integral learning tool.**





## **ITALIAN**

### *La Moda (Fashion)*

To begin the term, the students will revise expected behaviours in the Italian classroom and will work to develop a class contract. They will then learn clothing vocabulary and about the verb *indossare* (to wear) and learn how to apply this in first-person sentences (*io*).

The students will play a variety of games and participate in activities to build their ability to apply taught vocabulary and work in partners to develop a fashion show segment that they will present. Additionally, to celebrate Carnevale in Venice, students will learn about traditional characters and make masks.

Signora Merola

## **PERFORMING ARTS**

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills. The focus this term will be drama-based, and will include a unit on Choral Speaking where they will learn to use different vocal inflections and tones to create meaning in their acting.



Karil Torcasio

## **PHYSICAL EDUCATION**

This term, Year 4 students will refine their fundamental motor skills of running, catching, overhand throwing, kicking and dodging by applying the skills in a series of games and sports, such as Netball and Australian Rules Football.

Coach Bruno

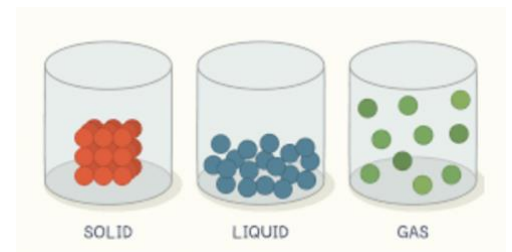
## **SCIENCE**

The focus this term is on Chemical Sciences.

The students will:

- investigate natural and man-made materials
- describe the three main states of matter
- describe how materials change when heated or cooled.

Janelle Baldwin



## **CLASSROOM TEACHER CONTACT INFORMATION:**

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

## **REMINDERS**

### **Monday:**

- Diaries submitted to teacher - signed by a parent or guardian - previous week's reading recorded
- Spelling pre-test
- Assembly, changing to 2.45 pm each Monday from March 17

### **Tuesday:**

- Performing Arts
- Italian
- Physical Education - students are to wear sport uniform.

### **Wednesday:**

- Visual Arts
- Digital Technology

### **Thursday:**

- Science
- Library - library bags are required for borrowing

### **Friday:**

- Spelling post-test
- Classroom Sport - students are to wear sport uniform.

Students will need to look at the 'Strain Your Brain' schedule to check which day they are to present each fortnight.

## **IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES**

<b><u>Date</u></b>	<b><u>Activity</u></b>	<b><u>Time</u></b>	<b><u>Place</u></b>
February 21	Welcome Picnic	6-8.30pm	Top court playground
February 24	Ivanhoe Districts Swimming Championship - selected Year 3-6 students	9-12pm	Northcote Aquatic Centre
February 25	Open Day #1	All day	
March 4	Shrove Tuesday	All day	
March 5	Ash Wednesday whole school mass	9.15am	MI Church
March 10	Labour Day Public Holiday - no school	All day	
March 11	Open Day #2	All day	
March 12	Celebration of Learning	2.15-3.15pm	Classrooms
March 13	SAC Meeting	7pm	MIPS Board Room
March 19	Year 3 & Year 4/5 Class Mass	9.15am	MI Church
March 25	PLP Meetings		
March 27	Sacrament of Reconciliation	6pm	MI Church
April 1	PLP Meetings		
April 3	Open Day #3	All day	
April 4	End Term 1 - Students dismissed 1pm	1pm	