

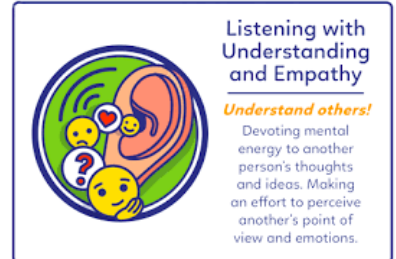


Year 4 - 2025 Term 2 Overview

Ready for Term 2! Welcome to an exciting term of learning that awaits us. During Term 2, we aim to maintain a classroom environment that supports the students' social, emotional and academic wellbeing while challenging and inspiring them to engage with their learning, encouraging personal and academic growth.

Throughout this term, the students will be supported through various learning experiences incorporating contemporary tools, such as the Habits of Mind, an identified set of 16 problem-solving, life-related skills, and the learning dispositions leading to a Growth Mindset. The Habits of Mind that the students

will focus on this term are 'Gathering Data through all Senses', and 'Listening with Understanding and Empathy'. The students will be provided with relevant and purposeful learning opportunities where core knowledge and skills are integrated across the curriculum, and they will be encouraged to engage in the world around them in a variety of ways, as well as supported to think about the impact the choices they make are having on others and their environment.



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 Capabilities are aligned with our School Values, 'I am a friend', 'I am a learner' and 'I am respectful', and integrated with the key principles of *The Resilience Project* (Gratitude, Empathy/Kindness, and Mindfulness).

To highlight the importance of appropriate online behaviour, the students will again participate in the 'Inform and Empower' digital safety and wellbeing program, which includes a live-streamed incursion each term. This term, the focus is on healthy digital habits through balancing screen time and green time, and discussing how to deal with uncomfortable feelings that may arise from device use.

Some wonderful events the students will have the opportunity to participate in this term include the National Simultaneous Storytelling event, the SRC Movie afternoon and, for selected students, the Ivanhoe District Cross Country.

RELIGION

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

Treasuring the Scriptures

In this unit, the students will understand that the Scriptures are an important facet of the Catholic faith as they contain the word of God and stories about the life of Jesus.

God's Chosen People: The Story Begins

In this unit, the students will explore the stories of the Old Testament, in particular, the relationship and promises between the Hebrew people and God.



The students will:

- identify Australia's states, territories, capitals and key landmarks
- explore how Melbourne has changed over time
- investigate how we are connected to our land
- describe how First Nations people have lived on and cared for 'Country' for thousands of years.

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 connecting the four processes to other content strands in mathematics.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year Four students, *understanding* would include making connections between different representations of numbers (e.g. whole numbers, fractions and decimals); *fluency* would include readily recalling multiplication and division facts and developing efficient methods for using the four number operations; *problem-solving* would include solving practical mathematical problems using mathematical models; and *reasoning* would include communicating mathematical reasoning clearly, by justifying their conclusions.

Number

- investigate equivalent fractions used in contexts.

- recognise that the place value system can be extended to tenths and hundredths
- make connections between fractions and decimal notation.

Shape

- investigate and represent three-dimensional objects using drawings.

Location

- create and interpret simple grid maps to show positions and pathways.
- use simple scales, legends and directions to interpret information contained in basic maps.

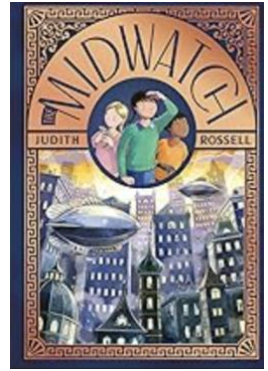
- describe possible everyday events and order their chances of occurring
- identify everyday events where one occurring cannot happen if the other happens.



Each English session will commence with a 'Daily Review' of key English language and literacy skills. This critical 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' them 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 continue to be involved in the whole class and small group and individual reading skills activities. A strong focus will be on further developing effective reading strategies and comprehension skills, enabling the students to think beyond and about texts. As part of serial reading, the students will summarise sections of the text, evaluate character choices, analyse text features and critically review the text's effectiveness to entertain readers. The students will continue to read 'Midwatch' by Judith Rossell.



Writing

This term, the students will be investigating and composing:

- explanatory texts - researching and explaining a subject, action or event, providing information about how something works or happens.
- factual recounts - analysing various examples of factual recounts, identifying the main parts and key language features
- non-fiction narratives - identifying the historical context in which they were written, creating their texts, using their growing knowledge of historical events and including sensory details to paint rich pictures for readers
- poetry - exploring, identifying and applying different poetic structures to compose poems.

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

Grammar & Punctuation

The students will:

- continue to use quotation marks to signal dialogue in written texts accurately
- explore complex sentences to understand clauses for effect (independent and dependent)
- investigate the multiple usages of commas.

Word Study

Spelling strategies will be developed throughout the year to assist the students in becoming independent, successful spellers. 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 focus on the following letter/spelling sounds:

- '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', '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

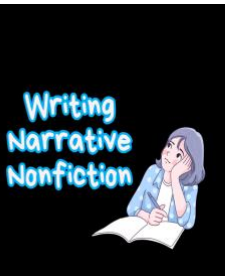
Weekly handwriting sessions will continue to focus on consistent and correct letter formation, fluency and presentation.

Speaking & Listening

The students will:

- continue participating in a fortnightly 'Strain Your Brain' presentations on a given topic, completed as home learning and presented during class time.
- select specific vocabulary and use it when delivering short presentations.

Library borrowing day is Thursday.



HOME LEARNING and STUDENT DIARIES

The 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. The 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 - the 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.**

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students 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 continue to be covered this term are:

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



DIGITAL TECHNOLOGIES



The students will further explore the topics covered in the school's 'Inform and Empower Digital Safety and Wellbeing' Program. The topics covered will include:

- balancing Screen Time & Green Time
- how tech makes us feel
- comfortable and uncomfortable feelings.

In addition, students will investigate how data is represented in digital systems. This unit will explore binary numbers through pixel-based image creation to help students understand the purpose and functionality of binary.

VISUAL ARTS

The students will focus on pattern and line. They will learn how to identify how artists use different types of line to create effect. They will experiment with the effects of variation in line width and density. With these skills, the students will create a bold, linear animal drawing of their choice. They will also develop self-portraits. The students will analyse and interpret how artists in the 'WHO ARE YOU' exhibition at NGV use materials, techniques, technologies and processes to realise their intentions in their work.

Julienne Brooks



ITALIAN

This term, the students will revise the names of different family members, including members of their extended family, and create a family tree. They will also describe family members using adjectives. The students will revise feminine and masculine pronouns and practise changing these pronouns depending on the nouns used. Later in the term, they will explore Italian cards and learn to play the classic Italian game, 'Scoppa'.



Signora Lauren

PERFORMING ARTS

The students will continue to explore the Performing Arts by engaging in a range of activities that will provide them with opportunities to develop their skills in drama and music, along with their creative expression, communication and collaboration skills.



The students will:

- continue to develop self-confidence through practice, rehearsal and presentation of music and drama
- develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing
- learn Solfege (a set of syllables to represent the different pitches of a musical scale) to help understand music and develop their singing skills
- participate in activities where they will explore Expressive Skills and Role Play in drama.

Karil Torcasio

PHYSICAL EDUCATION

The students will extend their Physical Education development by engaging in more advanced activities that challenge their endurance, teamwork, and sport-specific techniques.

The students will:

- cross Country Training: enhance stamina and race strategy through varied terrain running, pacing techniques, and goal-oriented interval training
- Australian Rules Football: develop precision in handballing, kicking under pressure, and contested marking while implementing more complex team plays
- soccer: develop advanced ball mastery, spatial awareness and positional play through tactical drills and structured match simulations
- reflection & leadership: evaluate personal and team performance by examining how they upheld the School Values of respect and integrity in competitive settings.

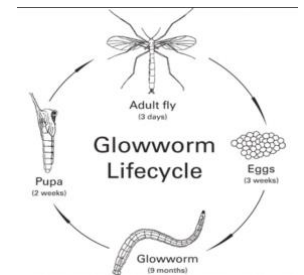
Coach Bruno

SCIENCE

The focus this term is on Biological Sciences.

The students will:

- investigate how different living things have different life cycles
- compare the life cycles of plants and animals
- identify ways in which living things depend on each other and the environment for survival.



Janelle Baldwin

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.

REMINDERS

Monday:

- Diaries submitted to teacher - signed by a parent or guardian - previous week's reading recorded
- Spelling pre-test
- Assembly 2:45pm - see school calendar for dates

Tuesday:

- Performing Arts
- Italian
- Physical Education - students wear sports uniform

Wednesday:

- Visual Arts
- Digital Technology

Thursday:

- Science
- Library - library bags are required for borrowing

Friday:

- Spelling post-test

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

<u>Date</u>	<u>Activity</u>	<u>Time</u>	<u>Place</u>
May 5	Whole School Assembly	2.45pm	MIPS Hall
May 7	Mother's Day stall		MIPS Hall
May 8	Basketball Program Session #1	Class sessions	MIPS
May 11	Happy Mother's Day!		
May 12	IDSSA Cross Country - selected Year 3-6 students		
May 12	Year Prep 2026 interviews		
May 14	Year Prep 2026 interviews		
May 15	Basketball Program Session #2	Class sessions	MIPS
May 19	Whole School Assembly	2.45pm	MIPS Hall
May 21	National Simultaneous Storytime	12pm	MIPS Classrooms
May 22	Basketball Program Session #3	Class sessions	MIPS
May 26	Whole School Assembly	2.45pm	MIPS Hall
May 28	Year 3&4 Excursion to Royal Botanical Gardens	All day	Royal Botanical Gardens
May 29	Basketball Program Session #4	Class sessions	MIPS
June 2	Whole School Assembly	2.45pm	MIPS Hall
June 9	King's Birthday Public Holiday - no school		
June 12	SAC Meeting	7pm	Board room
June 16	Whole School Assembly	2.45pm	MIPS Hall
June 18	Year 3 and Year 4/5 class mass	9.15am	M.I. Church
June 20	PA Trivia Night	TBA	
June 23	Whole School Assembly	2.45pm	MIPS Hall
June 24	School Photos	Morning	
June 27	Semester 1 Reports sent home		
June 28	Sacrament of First Communion	5.30pm	M.I. Church
June 29	Sacrament of First Communion	10am	M.I. Church
June 30	Whole School Assembly	2.45pm	MIPS Hall
July 1	Parent/Teacher Conferences - Students dismissed 1pm	1.30-8pm	Classrooms
July 2	SRC Movie Afternoon	1.30pm	Classrooms
July 2	Parent/Teacher Conferences	4-6pm	Classrooms
July 4	End of Term 2 - Students dismissed 1pm	1pm	