



Year 4 - 2025 Term 3 Overview

This term in Year 4 is going to be exciting! Many special events are running throughout the term. We can't wait to see it all unfold at our beautiful school.

One of the special events is Science Week, the focus this year is, 'Decoding the universe - exploring the unknown with nature's hidden language'. We will be celebrating Science Week with an incursion of the Science Dome as well as a Science activity day and a Science dress-up day. We also have Book Week, with this year's theme being 'Book an adventure', where as a whole school we will be 'going on an adventure'. This term will also see the performance of our whole school production! We have been waiting in anticipation to see our MIPS students' creative work in Performing Arts come together in this showcase production.



Throughout this term, the students will be supported through a range of learning experiences that incorporate the use of contemporary approaches such as the Habits of Mind and the learning dispositions that lead to a Growth Mindset. The Habits of Mind that will be focused on this term include, '*Remaining open to continuous learning*', '*Responding with wonderment and awe*', and '*Taking Responsible Risks*'. The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum. They will be encouraged to ask questions when unsure, be



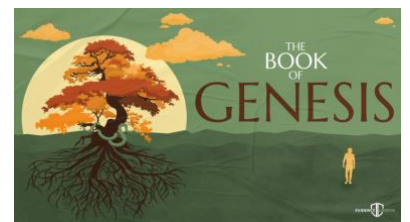
adventurous and try new things, take in the beauty of the world around them and think of solutions to keep it beautiful. These learning tools align with our School Values, 'I am a learner', 'I am a friend' and 'I am respectful', and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). Contemporary literacies will be used in order to encourage reflection, higher-order thinking, creativity, critical thinking and collaboration.



RELIGION

Stewards of Creation

This unit focuses on the Creation Stories in Genesis and our responsibilities as God's representatives on Earth to take care of everything He created.



The Great Southern Land

This unit continues the Stewards of Creation theme through a focus on the First Nations People of Australia and their beliefs and practices.

INTEGRATED TOPIC

'Stop, Collaborate and Listen!'

As part of this unit, the students will be participating in the 'Taste and Learn' program, which has been developed by the CSIRO. This program will provide students with age-appropriate activities and hands-on experiences that will help them build knowledge, awareness and enjoyment of healthy foods, with a strong focus on vegetables, in order to positively impact their health and wellbeing.

Throughout the unit, the students will:

- increase knowledge and familiarity with less common vegetables
- increase knowledge about growing and preparing vegetables
 - develop awareness of cultural diversity in food and vegetable preferences
 - build vocabulary around how food preparation affects the sensory characteristics of vegetables
 - investigate the relationship between cooking/preparation and the taste/texture of vegetables
 - investigate food production in modern societies
 - become aware of food wastage and its relation to food appearance
 - plan a sequence of steps when designing a solution to a given problem based on knowledge of food production
 - evaluate a design solution based on given criteria.



Our school is also lucky enough to be taking part in Dairy Australia's *Picasso Cows* program, which will be taking the students on a deep dive into the Australian Dairy Industry. From its health and nutritional benefits to life on the dairy farm, all the way to how milk ends up in their lunchboxes, they'll learn it all in a hands-on way. And the best part? They'll transform a life-size fibreglass cow into a masterpiece of their own design!



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 connecting the four processes to other content strands in mathematics.

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' 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'.

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; *problem-solving* would include solving worded problems involving the four number operations; and *reasoning* would include describing angles in real-world contexts.

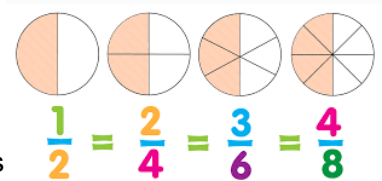
The following topics will be covered this term:

Number

Fractions

The students will:

- further investigate equivalent fractions
- count by multiples of quarters, halves and thirds, including mixed numerals
- locate and represent fractions as numbers on number lines.



Decimals

The students will:

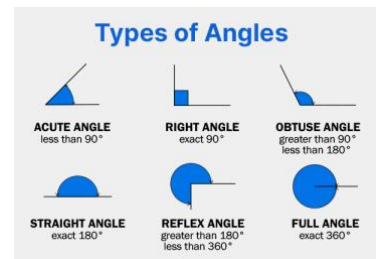
- make further connections between fractions and decimal notation.

Measurement

Angles

The students will:

- estimate and compare angles using angle names including acute, obtuse, straight angle, reflex and revolution.



Space

Location

The students will:

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

Probability

The students will:

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

ENGLISH

Reading

Throughout the term, the students will continue to participate 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 information and make inferences and evaluative judgements. To integrate the learning, there will be a strong focus on reading texts to extend the students' knowledge and understanding of food and food production, and the importance of applying sustainable practices.

As part of their whole class reading, students will complete the text 'Midwatch,' then begin reading a new book titled, 'Withering-by-Sea' by Judith Rossell.



Writing

This term, the students will investigate the structures of information reports. They will write and present detailed information reports in poster and Google Slides formats. The students will be developing and refining their research and note-taking skills and learning about how to present information using the structure of an information report. The students will prepare a presentation to demonstrate their learning about a chosen topic. There will also be opportunities for students to extend their understanding of poetry, creating poems in response to their interests, world events and literature.

Grammar & Punctuation

The students will:

- continue to practise correct sentence structure, with a focus on simple and compound sentences
- identify the difference between main and subordinate clauses in a complex sentence
- understand and use noun groups and adjective groups to create more meaning in their writing.

Word

Each week, the students will 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.

Study

The sounds we will be focusing on this term include:

- 'i_e', 'y', 'igh', 'i', 'ie' as in ice-cream, spider, night and pie
- 'n' 'nn' 'kn' as in net, dinner and knife
- 'n' 'ng' as in ring and wink
- long o 'oa' 'o-e' 'ow' 'o' as in boat rose, window and comb
- 'p' 'pp' as in pig and slipper
- 'r' 'rr' 'wr' as in robot, carrot and wrist
- 'ar' 'a' as is star and glass
- 'ir' 'ur' 'or' 'er' as in bird, nurse, world and fern
- 't' 'tt' as in tiger and button.



Handwriting

Handwriting sessions each week will focus on correct letter formation, fluency and legibility. The students will also continue to focus on adjusting the size of their writing for consistency.

Speaking & Listening

The students will:

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



Library borrowing day is Thursday with Mrs C.

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:

- *Emotions influencing our behaviour* - developing strategies to deal with strong emotions, such as anger
- *Catastrophe Scale* - understanding when we are experiencing strong emotions and learning ways to appropriately deal with these emotions
- *Gratitude Wall* - identifying and expressing things we are most grateful for
- *Thank You Poster* - showing gratitude to a family member
- *Regulating Emotions* - recognising both positive and negative emotions
- *Recognising and Recalling positive emotions*
- *T.H.I.N.K. before you speak* - using strategies to help us to think before we speak/type.

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:

- navigating uncomfortable situations
- being an upstander
- help-seeking strategies.

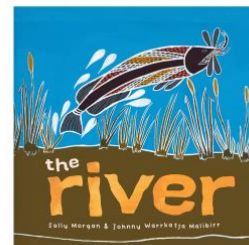
In addition, the students will be investigating how to program a simple digital solution. They will focus on identifying user needs and working collaboratively to develop a user story, followed by designing and implementing a digital solution.



Brad Sacco

VISUAL ARTS

The students will start with a focus on Indigenous Art, as a link to NAIDOC week. They will read the book, 'The River', by Aboriginal author and illustrator Sally Morgan. This book looks at the different lines, patterns and colours used in Indigenous Art. The students will use oil pastels to create their own Australian animal, using bright colours and patterns. Following on from this, they will create a self-portrait, entitled 'The Essence of Me', inspired by Indigenous artist Vincent Namatjira.



The students will also:

- define the term 'self-portrait' and discuss why artists produce self-portraits
- compare and contrast the different types of self-portraits that artists produce
- examine an example of Pop Art portraiture by Andy Warhol and present a range of interpretations of the subject matter based on their ideas, observations and imagination
- create a self-portrait in the style of Andy Warhol.

Julienne Brooks

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 them), 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 them as an integral learning tool.**

If your child has misplaced or left their diary at school they can access the weekly calendar of events and any other important information from their Google Classroom. This is updated weekly for you to keep up to date with what is happening at school.

ITALIAN

This term, the students will revise their Italian skills by learning about 'i giorni della settimana' (days of the week), 'i mesi dell'anno' (months of the year) and 'le stagioni' (the seasons). They will practise asking and answering questions about their favourite seasons, helping them describe preferences and opinions in Italian.



The students will also cover topics related to 'il compleanno' (birthday) and 'il tempo' (weather), including how to understand and give a simple 'bollettino meteo' (weather report). To enrich cultural awareness, they will explore 'La Festa del Papà' (Father's Day).

These topics will guide students in developing conversational skills and a broader understanding of the Italian language and culture.

Signora Lauren

PERFORMING ARTS

This term, our main focus will be on preparing students for the upcoming Performing Arts Concert. The students will:

- learn and practise both individual and group rehearsal techniques to refine their performances
- explore key elements of stagecraft to build confidence and enhance stage presence
- develop and strengthen their vocal skills
- learn and memorise choreography and movement sequences for their performance
- engage in a fun, collaborative, and rewarding creative process.



Karil Torcasio

SCIENCE

The focus this term is on Earth and Space Sciences.

The students will:

- understand that Earth is part of a system of planets and other celestial objects that orbit a star
- investigate Earth as a component of the Solar System
 - research and compare the planets, including their size, composition and relative distances from the Sun.



The students will also celebrate National Science Week in August. This year's theme is '*Decoding the Universe – Exploring the unknown with nature's hidden language*'. Throughout this week, the students will participate in a whole-school Science Week Activity Day, and an incursion inside the visiting 'Science Discovery Dome'.

We are also having a Science Week Dress Up Day this year - students can come dressed in the 'Universe' theme - as their favourite space scientist, as an astronaut, as a rocket or space rover, as a planet or solar system, as a star or an asteroid belt - the possibilities are endless!

I look forward to seeing their dress-ups at our Science Week dress-up assembly at 9am on Thursday August 21. Parents are welcome to attend.

Janelle Baldwin

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.

Touch Football:

The students will:

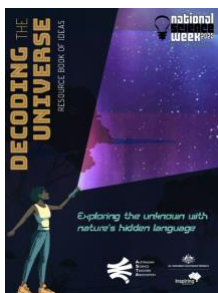
- refine advanced passing techniques (spin, dummy passes) and evasive footwork under defensive pressure
- develop tactical awareness through structured set plays, defensive structures and transition strategies
- enhance communication and leadership in game scenarios through captaincy roles and decision-making drills.

Athletics:

The students will:

- Shot Put: develop the glide or rotational technique, focusing on explosive power and release angles for maximum distance
- High Jump: apply the 'Fosbury Flop' approach, incorporating speed, curve running and bar clearance precision
- Discus Throw: apply advanced spin technique, balance and kinetic chain sequencing for improved performance
- Sprints/Relays: analyse starting block techniques, acceleration phases and baton exchanges for competitive racing.

Coach Bruno



REMINDERS

Monday:

- Spelling Pre-test
- Diaries to be signed and adjusted for the week ahead
- 'Strain your brain' due on your designated day
- Assembly 2:45pm fortnightly - see school calendar for dates

Tuesday:

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

Wednesday:

- Art smock required for Visual Arts
- Digital Technology

Thursday:

- Science
- Library - library bags are required for borrowing
- Huff and Puff begins at 8:55am (Year 5 and 6 students to help set up and run activities)

Friday:

- Spelling post test

CLASSROOM TEACHER CONTACT INFORMATION:

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