TERM 3 CURRICULUM OVERVIEW - YEAR 4

Religious Education:

**Creation: Living in Harmony**
In this unit students investigate the Christian tradition of stewardship and the equitable use of the earth’s resources. Students are invited to identify either a local or global environmental issue, and to analyse what causes this issue and how it affects human life. Students evaluate their values and beliefs about this issue in the light of Catholic social teaching and the Scriptures. They identify and plan ways that they can respond to this issue as stewards of creation.

**Mary, Faithful Disciple**
In this unit students explore the concept of discipleship through an exploration of Mary. They learn about Mary as the Christian model of discipleship through an analysis of The Annunciation and The Visitation in Luke’s Gospel and the Wedding at Cana in John’s Gospel. At the conclusion of the unit students identify ways in which they can live as a disciple in their school or family situation. They also plan and participate in a liturgy or devotion to Mary.

Literacy:

**Reading:**
During reading, the children in Year Four work in small groups of like abilities. They participate in a variety of activities developed to meet the needs of each group.
The children may be involved in-

- Guided reading (teacher focus group)
- Book related tasks
- Computer activities
- Reader’s theatre
- Independent reading
- Spelling and grammar games/tasks

The focus for this term is on assisting students to develop skills in-

- Reading longer imaginative and informative texts of several paragraphs per page.
- Comparing and evaluating character traits
- Reading for fluency and accuracy
- Linking and comparing information from several texts
- Paraphrasing or retelling of a paragraph
- Predicting events that may occur, and inferring the events that may have happened earlier

**Writing:**
The genres being studied this term are:

- Reports
- Explanations

The focus will be on:

- Logical sequencing, and clear expression, of ideas
• Correct use of punctuation such as full stops, question marks, exclamation marks, quotation marks and commas
• Use of simple and extended sentences with correct verb tense.
• Correct spelling of words with regular patterns, and some words with less regular patterns
• A developing range of vocabulary which is specific to the topic being studied
• Use of paragraphs, headings and subheadings, and visual diagrams
• Linking of information from several texts
• Paraphrasing of information researched
• Legible handwriting

Speaking and Listening:

The opportunities for further developing skills in listening and speaking occur regularly. In term 3, this will happen during whole class discussions, share times, co-operative pair/group work, and shared and guided reading times.

Numeracy:

Number:

• Recall or mentally determine basic multiplication and division facts
• Use place-value ideas and the properties of numbers and operations to assist mental computations.
• Use knowledge of place-value to solve and record solutions to addition, subtraction, multiplication and division problems.
• State equivalence statements and addition and subtraction facts involving simple common fractions.
• Carry out calculations involving tenths and hundredths.
• Use decimal notation to represent and compare simple decimal fractions including those resulting from calculator computations.
• Recognize the structure of whole numbers up to 5 digits, including place value
• Skip-count by numbers of increasing size
• Represent, find, compare and order fractional parts of objects and collections of objects
• Select the appropriate operations and computation methods to solve problems involving whole numbers and money
• Use rules involving addition, subtraction and multiplication to devise, describe, extend and test number patterns
• Demonstrate understanding of the concept of angle.

Measurement, Chance and Data:

• Use informal units to measure perimeter and area.
• Choose appropriate formal units to measure perimeter and area.
• Make increasingly accurate estimates of measurements using informal units and standard units and compare using appropriate informal units – area and perimeter.
• Tell the time using digital and analogue clocks
**Integrated Studies:**
*Unit: Energy in Action (Transformation)*

**Key Understandings:**
- There are many forms of energy and energy transformations in our everyday world.
- Electricity is used in many ways in our homes and life would be different if we had to live without it.
- Electric circuits transform energy into light, sound, heat and energy of movement.
- Electricity has many uses and can be used to solve problems of conservation.

**Physical Education:**

<table>
<thead>
<tr>
<th>Focus/Skill</th>
<th>Activities</th>
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<tr>
<td><strong>Ball control</strong></td>
<td>Dribbling in a straight line (hands)</td>
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<td></td>
<td>Dribbling and changing direction (foot)</td>
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<td>Dribbling using alternate hands, changing direction</td>
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<td><strong>Throwing</strong></td>
<td>Over arm throw</td>
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<tr>
<td>accuracy, distance, height, speed &amp; spin</td>
<td>Chest pass two hands</td>
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<td></td>
<td>Throw for distance</td>
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<tr>
<td><strong>Kicking</strong></td>
<td>Punt kick for accuracy</td>
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<tr>
<td>accuracy, appropriate speed, distance, height &amp; spin</td>
<td>Kick passing</td>
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<td></td>
<td>Long, lofted kick</td>
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<td><strong>Ball Games</strong></td>
<td>Football</td>
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<td>Soccer</td>
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<td>Netball</td>
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<td>Tee-Ball</td>
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**Library:**

During Term 3 the students will be reading and critically analysing the books nominated by the Australian Children’s Book Council for 2009. The theme we will be exploring is BOOK SAFARI– we will also be reading popular books from the past written by well known authors. There will be a Book Week celebration involving a range of activities including a favourite character dress up day, an interactive environment incursion and display and a drawing competition.

**Art:**

In all year levels, Term 3 Art will continue to be used as a vehicle for exploring new ideas and experimenting with different mediums. The children will be allowed the opportunity to be individually expressive, creative and communicative via their art work. They will be encouraged to further develop and refine their existing skills in line, tone, texture, pattern, shape, colour, fine line drawing and to a less extent, construction. The children in all levels will continue to experiment with the mediums which predominantly include paint, watercolours, charcoal, chalk,
oil pastels, crayons and pencil. Printing, collages, tearings, rubbings and markings are some of the processes which will be undertaken in order to add special effects to artwork. Children will be encouraged to respect the diversity of all artwork produced thus promoting self-esteem, confidence and artistic skill within each child.

LOTE:

The term begins with a unit focussing on the Parts of the Body. Children will prepare and present simple role-plays that tell of their visit to a doctor. They will create a wanted poster, which describes the physical appearance of their “wanted” character in quite some detail. A cultural unit focusing of Italian geographical features will follow. Italy’s location in the world, its neighbouring countries, its surrounding seas, its capital city, its mountain ranges, rivers, lakes, islands and volcanoes are among the features which will be studied. The significance of Italian dialects and the concept of Italy being divided into regions will also be discussed in some detail.