**Curriculum Overview**

**2013**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Four</th>
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<tbody>
<tr>
<td>Term</td>
<td>Two</td>
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**Religious Education**

During Term 2, the students will complete two Religious Education units:

**The Parish Community- God’s Spirit**

**Understandings:**
- Jesus Christ is the model of Christian love and service.
- The Holy Spirit inspires Christians to love and serve others.
- The Holy Spirit is active in each person in different ways and through different gifts.
- The Holy Spirit is active in the people of the local parish.
- The parish is part of the worldwide Church and the wider community.

**Living the Law of Love**

**Understandings:**
- Jesus Christ is the model of Christian love and respect.
- Through friendship people learn about themselves, about others and about God.
- Sometimes friends need forgiveness and healing.
- People experience God’s love and forgiveness through their friends.
- The sacrament of Penance is a celebration and sign of God’s love and forgiveness.

**Literacy**

Throughout Term 2, students will be developing their reading, writing and speaking and listening skills through the following:

- Guided reading with a focus on comprehension skills
- Interactive whole class activities such as reading a text and answering multiple choice questions based on the information
- Group work including reading responses, grammar, spelling and computer activities
- Modelled and shared reading with a focus on grammar, punctuation and spelling within texts
- Modelled and shared writing with a focus on how we use grammar, punctuation and spelling patterns to improve writing
- Opportunities to produce various pieces of writing with a focus on information reports and narratives
- Oral presentations (as part of the Integrated unit)
- Various speaking and listening activities as integrated throughout the entire curriculum (e.g. sharing understandings, contributing to class discussions, asking questions)
### Numeracy

Throughout Term 2, students will be engaged in a variety of activities in the following areas of Mathematics:

- **Number**
  - Investigating equivalent fractions
  - Counting by quarters, halves and thirds
  - Locating and representing fractions on a number line
  - Extending their knowledge of place value into decimals (tenths and hundredths) and making connections between fractions and decimals

- **Measurement**
  - Using scaled measurements to measure and compare lengths, masses, capacities and temperatures
  - Comparing objects using familiar metric units of area and volume
  - Converting between units of time and using am and pm notation to solve simple time problems

- **Location and transformation**
  - Using simple scales, legends and directions to interpret information contained in basic maps

Throughout the term, the Mathematics curriculum remains strongly focused on:

- Understanding- making connections
- Fluency- recalling multiplication tables, using known number facts
- Problem solving- formulating, modelling and recording real-life situations involving operations
- Reasoning- finding similarities between problems, using effective strategies

### Integrated Studies

**How we learn**

Understandings:

The brain is the control system of the body and is responsible for learning. Positive and negative emotions and behaviours can impact on learning. The process of learning new things is different for each individual. Persistence and effort play important roles in our ability to learn. There are many different types of intelligences and people have strengths and challenges in these areas.

As part of this unit, students will participate in a ‘Thinking Styles’ incursion, involving fun, hands-on activities which aim to teach children about different ways of learning.
### Performing Arts (Music/Drama)

The students in year 3/4 finish off a drama unit of work and are learning to demonstrate their understandings of introduced concepts through participation in class discussion and performances. Later on this term, students begin a music unit where they will identify distinctions in sound and learn to evaluate music pieces.

### L.O.T.E

The *Months of the Year* mark the start of Italian classes in Term 2. Children look at various celebrations that take place in particular months of the year and a yearly diary is composed making sure that each month has an entry in which children express the events that will occur within that particular month. Every month a different hair style will be created for a character of their own choice and simple sentences describing each hairdo will be written in Italian. Expressions and phrases that are commonly used when referring to different weather conditions will also be studied. Children will complete weather maps giving forecasts for each of the capital cities. Simple weather forecasts will be prepared and individually presented to the class.

### Visual Arts

In all year levels, Term 2 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. All attempts are made to see that one art session will in some form be linked to the Integrated Units being studied in each year level. Children will be encouraged to respect the diversity of all artwork produced thus promoting self-esteem, confidence and artistic skill within each child.

### Physical Education

**Units covered**

Skipping - activities include events such as - coordinated sequences, individual and partner skipping and leaping.

**Basketball**

- Catching/throwing-over arm, chest under arm
- Movement patterns (running whilst catching and throwing)
- Goal shooting
- Team rules
<table>
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<tr>
<th>Soccer</th>
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<tbody>
<tr>
<td>- Kick/dribble</td>
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<td>- Kick passing</td>
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<tr>
<td>- Kick to target</td>
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<tr>
<td>- Heading the ball</td>
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<tr>
<td>- Dribbling whilst moving (coordinated sequence patterns)</td>
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<td>- Team rules</td>
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<table>
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<tr>
<th>T – Ball</th>
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<tbody>
<tr>
<td>- Large bat to ball</td>
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<tr>
<td>- Revise over arm throw/under arm throw for fielders</td>
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<tr>
<td>- Catching with a glove</td>
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<td>- T-ball game rules</td>
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