Curriculum Overview
2013

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Three</td>
</tr>
</tbody>
</table>

**Religious Education**
During Term 3, the students will complete two Religious Education units:

- **Meeting God through prayer**
  **Understandings:**
  - People experience God through creation, Scripture, prayer and through people
  - When people spend time alone with God their friendship with God grows
  - There are many forms of prayer – personal, traditional and communal, and many types of prayer—petition, thanksgiving and praise

- **Mary, faithful disciple**
  **Understandings:**
  - Mary, mother of Jesus Christ, is the perfect disciple
  - Discipleship is listening to the word of God in your life, and responding
  - There are many people in the present and past Church who are models of discipleship

**Literacy**
Throughout Term 3, students will continue to develop their reading, writing and speaking and listening skills through the following:

- **Reading and Viewing**
  - 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

- **Writing**
  - 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 persuasive texts (expositions, debates, arguments) and writing to entertain (poetry)

- **Speaking and Listening**
  - Oral presentations (presentation of Natural Disasters project)
  - Various speaking and listening activities as integrated throughout the entire curriculum (e.g. sharing understandings, contributing to class discussions, asking questions)

In Term 3, there will be a strong focus on the use of technology for different purposes (researching, investigating the features of online texts, word processing, presenting information through the use of PowerPoint and other software).
### Numeracy

Throughout Term 3, students will be engaged in a variety of activities in the following areas of Mathematics:

- **Number**
  - Making connections between fractions and decimal notation
  - Solving problems involving purchases and the calculation of change to the nearest five cents, with and without the use of digital technologies
  - Using equivalent number sentences involving addition and subtraction to find unknown quantities

- **Measurement**
  - Converting between units of time and using am and pm notation to solve simple time problems
  - Comparing the areas of regular and irregular shapes through formal and informal means
  - Comparing angles and classifying them as equal to, greater than or less than a right angle

- **Statistics and Probability**
  - Identifying everyday events where one cannot happen if the other happens and events where the chance of one will not be affected by the occurrence of the other
  - Selecting and trialling methods for data collection, including survey questions and recording sheets
  - Constructing suitable data displays, with and without the use of digital technologies

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

#### Natural Disasters

**Understandings:**
- A natural disaster is a major catastrophe caused by nature
- There are different types of natural disasters including earthquakes, floods, tsunamis, droughts, bushfires etc.
- The effect of natural disasters on humans and the environment can be devastating
- In many parts of the world it is necessary to have plans in place to prepare for these events so as to minimise the impact that they have when they occur

### Performing Arts (Music/Drama)

The Year 3/4 students begin the performing arts term with a music focus. They will participate in activities which will help develop their understandings of beat, rhythm, body percussion and phrasing and articulation.

### L.O.T.E

In preparation for the LOTE incursion that will be taking place in Term 3, all year levels will spend the first five weeks of the term working on activities, songs and games associated with the show. All children will take part in the interactive production titled
“Time Warp- Dammi il Cinque”. It tells of the main character Claudia who takes herself back to Italy and goes on an adventure which takes her through the cities of Pisa, Bologna, Milan, Verona and Pompeii. Both a little of the history and the culture associated with these cities will be studied.

Due to the overwhelming response and enthusiasm that the children expressed when invited to take part in the Dante Alighieri Poster Competition, classes were unable to complete the second unit of work planned for the second part of Term 2. As a result, the latter part of this term will focus on those units as outlined in last term’s overviews. The only exception will be the Preps who instead will spend the second part of Term 3 learning The Parts of the Body and a few colours through the story of Pinocchio.

Visual Arts
Art classes in Term 3 will continue to provide children in all year levels the opportunity to create artwork which reflects the elements and principles of line, colour, texture, shape, layout and perspective. Children will engage in a sequence of age-appropriate activities which are primarily linked across the Integrated Studies curriculum. The activities provided promote the students’ creative and critical thinking as well as promoting the processes of thinking, designing and application of skills which might include drawing, sketching, painting, overlapping, adding detail, collage construction etc. Activities are designed so that students will interact and share ideas with each other. Through this cooperative learning environment the children will discover and respect the strength and weaknesses in both themselves and others. It is hoped that children will appreciate the fact that artwork can be used to tell stories, inform, impress, entertain, and decorate. If the children can imagine it, plan it, explore materials and experiment with ideas, then they are making art.

Physical Education
- Locomotion/Ball control – dribbling, throwing, striking, catching, kicking and fitness development
- The students will develop these skills through modified major games such as, Basketball, Dodge ball, Soccer, Football, Tee-Ball, Cricket and Obstacle circuits.
- Skipping/Aerobics- activities include events such as-Movement/Skipping to music, independent/coordinated movement, patterns in music, dance patterns/sequences

The students will continue to develop a broad range of complex motor skills and movement patterns. They will engage in physical activities for the purpose of improving health, fitness and self-esteem.