Curriculum Overview
2013

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

During Term 4, the students will complete two Religious Education units:

**Creation- Living in harmony**

**Understandings:**
- The environment is given by God to be used and shared by all people.
- Jesus Christ showed us how to live in harmony with God, creation and others.
- The choices we make about how we use the environment can have positive or negative effects on people and environments in other places.
- All people have a right to share in the goods of creation.
- The choices we make about how we use the earth and its resources need to be just for all people.

**Emmanuel, God is with us**

**Understandings:**
- God is present in the world and is part of each person’s life journey.
- Advent is a time for Christians to make changes in their lives so they can make Jesus Christ present in the world.
- At Christmas Christians celebrate with joy the presence of Jesus Christ: Emmanuel – God is with us!

**Literacy**

Throughout Term 4, 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 discussion (presenting differing points of view on a topic), explanation (telling why and/or how something in the world happens) and transactional (letters, emails, invitations) text types

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

In Term 4, there will continue to 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 4, students will be engaged in a variety of activities in the following areas of Mathematics:

- **Number**
  - Converting mixed numbers to improper fractions and vice versa
  - Solving worded problems involving money and calculating change to the nearest five cents
  - Recognising that the place value system can be extended to tenths and hundredths
  - Revision and refinement of processes for addition, subtraction, multiplication and division

- **Measurement**
  - Identifying and using the correct operation for converting units of time
  - Identifying common two-dimensional shapes within composite shapes, and using these shapes to recreate them
  - Comparing objects using familiar metric units of area and volume

- **Statistics and Probability**
  - Comparing the effectiveness of different methods of collecting data
  - Exploring ways of representing data and showing the results of an investigation
  - Investigating data displays using many-to-one correspondence (e.g. pictographs in which 1 picture of a car represents 20 cars)

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

**Early Explorers: The Journeys of Discovery**

*Inquiry Questions:*

- Why did the great journeys of exploration occur?
- Why did the Europeans settle in Australia?
- What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers? Do other countries have similar histories?
- Who are some of the early explorers and what did they discover?
### Performing Arts

Students in performing arts will learn how to illustrate a story using soundscapes and movement. They will engage in teamwork exercises and speaking and listening skills using drama-related activities. Students will conclude this term preparing and participating in the Christmas concert.

### L.O.T.E

The term begins with a unit focusing on the Parts of the Body. Children will prepare and present simple role-plays that tell of their visit to a doctor. Through their presentations, the students will learn to state what aches and pains they have. They will create an imaginary character then describe its physical appearance in detail using appropriate adjectives to describe each body part. A short study of Italian geography 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 Italian version of the song “The Twelve Days of Christmas” will be taught and the children will attempt to write their own personalized lyrics using the vocabulary and expression learnt during classes.

### Visual Arts

In their visual art classes this term the children across all year levels will continue to be given the opportunity to dabble with different media as well as experience and build on a broad spectrum of already acquired techniques and skills. The elements of line, shape, colour, pattern and texture are looked at in further detail. Collages, painting, drawing, rubbings, sketching and construction will remain among the activities that the children engage in and the process of art exploration and discovery regardless of age, experience or ability will be promoted. Children will engage in activities which adopt the ‘Art with Anything’ process. That is children will be encouraged to manipulate materials available to them in varying artistic ways and think for themselves about how to make each art creation their own. Such material might include things like bubble wrap, zippers, filter paper, recycled CDs, cardboard tubes, CD cases, old photos, hole-punch dots and jar lids to name a few. Wherever possible art activities will closely reflect the topics and themes that are being taught in the classroom. The most important aspect of each visual art class is that of encouraging the children to think and express themselves creatively. The visual results of each child’s artwork will be unique and will hopefully delight and inspire not only the children but the adults as well!

### Physical Education

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<th><strong>Kanga Cricket</strong></th>
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<tbody>
<tr>
<td>- Catching/throwing</td>
<td>- Bowling</td>
<td>- Batting</td>
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<tr>
<td>- Running</td>
<td>- Rules/Scoring</td>
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<thead>
<tr>
<th><strong>Sports Carnival Training</strong></th>
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<td>- Running</td>
<td>- Fitness</td>
<td>- Skipping</td>
<td>- Bouncing</td>
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<tr>
<td>- Catching</td>
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