Curriculum Overview
2014

| Year Level | Four | Term | Four |

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 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 procedures, explanations and persuasive writing
- 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 4, students will be engaged in a variety of activities in the following areas of Mathematics:

- **Number and Algebra**
  - Using mental and written strategies for multiplication and for division where there is no remainder
  - Recognising equivalent fractions
  - Comparing and ordering decimals
  - Making connections between fraction and decimal notation

- **Measurement and Geometry**
  - Using scaled instruments to measure and compare lengths, masses, capacities and temperatures
  - Converting between units of time
  - Solving problems involving time duration
  - Comparing and describing two dimensional shapes that result from combining and splitting common shapes
  - Creating symmetrical patterns, pictures and shapes

- **Statistics and Probability**
  Selecting methods for data collections and constructing

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

Healthy Bodies Healthy Minds

*Key Understandings*

- People learn in different ways and we each have learning preferences that can be developed.
- Effective learners take responsibility for their own learning and draw on a range of learning styles and strategies to learn.
- Why a healthy body important for a child in grade 4
- What can the students do to make sure their body is healthy

Performing Arts (Music/Drama)

Students in performing arts will learn how to illustrate a story using sound scapes and movement. They will engage in team work exercises and speaking and listening skills using drama and dance related activities. Throughout the term, students will prepare for the end of year Christmas concert.
### L.O.T.E

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. 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. 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

**Fitness Program**

Students will continue to participate in a fitness program which will consist of running and games that involve fitness and strategy, plus fitness stations.

**Kanga Cricket**

- Catching/throwing-over arm,
- batting
- fielding
- running between wickets
- Strategy
- Team rules/work/spirit

**Tee – Ball**

- Revise over arm throw/under arm throw for fielders
- Fielding
- Running bases
- Strategy
- Batting
- T-ball game rules work/spirit