



Year Four, Term 2 , 2024

Curriculum Overview

ENGLISH

Through our English curriculum units during Term 2, students will gain a deeper understanding of the textual concepts of 'argument and authority' and 'genre'. Through the study of the text *Ned Kelly and the Green Sash*, students will explore how an argument may be a single perspective that is presented or defended. The difference between authorship and authority is explored and how they can enhance a presented argument. Students will create written texts using language choices for persuasive effect.

During our study of our second mentor text, students will gain a deeper understanding of the textual concepts of imagery, symbol and connotation, and characterisation. Through the texts *Piano Fingers* and *Sonam and the Silence*, students will explore how authors use imagery and symbols in literature. Students shall also have opportunities to identify how figurative language can influence meaning.

During our library lessons, and the use of Storybox Online at home, students in Year Four shall read and view a variety of texts embracing a range of genres. During class discussions students shall be encouraged to share information or feelings about their personal reading choices and identify any interesting new vocabulary.

MATHEMATICS

Students will complete five units of Mathematics during Term 2.

Unit 1 develops the big idea that the decimal number system extends infinitely to very large and very small numbers. Students will partition, rename, represent and order numbers up to 6-digits. They shall apply place value knowledge to recognise, name and order decimals to hundredths. Students shall explore the relationship between addition and subtraction.

Unit 2 develops the big idea that multiplicative thinking involves the flexible use of multiplication and division concepts, strategies and representations. Students will develop, consolidate and apply derived strategies for multiplication facts to 10×10 . They shall also explore the inverse relationship between multiplication and division. Students shall also be introduced to the associative and distributive properties of multiplication.

Unit 3 develops the big idea that visual representations help understand aspects of our world for chance and position. Students will use directional language to interpret and locate positions on a grid map while describing routes between points. Students shall have opportunities to predict and describe possible outcomes from chance experiments.

Unit 4 develops the big idea that what needs to be measured determines the unit of measurement. Students will compare and describe features of three-dimensional objects by making and exploring models, sketches and diagrams. They shall also construct and draw models from either top, front or side views, using squared and isometric paper. Students will use formal units (litres and millilitres) to measure capacity and use scaled instruments to measure and compare capacities.

Unit 5 introduces the big idea that angles are the primary structural component of many shapes. Students will describe and compare various angles in relation to right angles. They shall also explore how to represent and read analog and digital time. Students shall explore how to utilise partitioning and multiplicative relationships to represent fractional quantities of time.

HISTORY

The History unit for Term 2 is called “The First Fleet and it’s Impacts.”

The Key Inquiry Questions which frame this unit are:

Why did Europeans settle in Australia?

What was the nature and consequence of the contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?

Students will examine the European exploration and colonisation in Australia up to the early 1800s. They shall also investigate the impact of European exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to developing cultural diversity.

This learning sequence consists of three inquiries.

1. The reasons, causes and effects of the voyage of the First Fleet to New South Wales, and its disembarkation at Port Jackson.
2. The early development of the colony at Port Jackson and the varying experiences of those living there.
3. The nature of contact and the impacts of the spreading colony on the local Aboriginal Peoples.

PERSONAL DEVELOPMENT AND HEALTH

This term the students will complete the following unit: Taking Actions to Stay Safe exploring the key question, “How can I keep myself and others safe?”

Students will recognize signs that may indicate they themselves or others are in an unsafe situation. Students will rehearse and practice responses and protective strategies to promote safety in a range of situations.

PHYSICAL EDUCATION

Friday with Julie-ann Thompson

Preparation for the school Athletics Carnivals focusing on non-track events such as High Jump, Shotput and Discus

CLASS SPORT

Monday with Maryanne Morello

Students shall be focusing on learning the rules of Netball and developing their passing, catching and goal shooting skills to prepare for an upcoming Netball Gala Day later in the term.

SCIENCE AND TECHNOLOGY

Endangered Species – Marine Turtles

Throughout this term’s unit students shall be exploring questions that can be investigated scientifically using a variety of resources. Students shall investigate the impact of coastal development and climate change on marine turtles.

Students shall develop their understanding and knowledge about:

- Marine turtle species and features
- Life cycles of marine turtles
- Threats to marine turtles
- Endangered turtle species (categories and classifications)
- Possible solutions to their threats.

CREATIVE AND PRACTICAL ARTS

VISUAL ARTS

This term the children will be completing various artworks that will be integrated with the History, Science and Technology or Religious Education units of study planned for this term.

Artist in Focus : Students will view, discuss and evaluate the flora and fauna drawings, and watercolour paintings, of Josphe Banks. They will apply some of the identified skills and techniques to create their own direct observation botanical sketch of a native Australian flower, plant or seed pod.

During the latter weeks of the term, students shall be creating a fibre collage depicting details from the life of their Sydney Rocks Excursion “character.” Some materials for this artwork may need to be sourced from home. A letter will be sent home outlining the task and some of the materials the students may like to gather to create their collage.

This unit shall focus on the forms: Drawing, Painting and Fibre reflecting the subject matter of: People, Places and Spaces, Other Living Things, Objects and Events.

DRAMA

Monday (4B and 4G) and Tuesday (4A) with Louise Fuller:

Students shall be developing their performance skills, as they present impromptu sketches to their classmates, based on well-known story characters, settings and events.

RELIGIOUS EDUCATION

During our term’s unit of religious study, Church and Discipleship, students shall explore and experience the sacramental, spiritual, and liturgical life of the Church. They will investigate the place of personal and communal prayer and the various traditional forms of Catholic prayer. Students will identify and discuss the structure and purpose of liturgical responses, and specific liturgical language, will be identified and defined in context.

This term the students are invited to participate in the Parish’s Sacramental Program to prepare to receive the Sacrament of Eucharist. In class, we shall support this program by exploring the meaning and purpose of the various sections of the mass.

PARISH NEWS

SACRAMENT OF EUCHARIST (First Communion)

Dear Parents and Guardians,

Welcome to the next part in the sacramental journey of your child.

If your child is in Year 4 at school or above, and has been confirmed, and has received the Sacrament of Reconciliation, then the parish community warmly welcomes you to enrol your child into the Sacrament of First Eucharist (First Communion) Parish Program.

Important dates for the program are:

- **Thursday 16th May - Parent Information Session 7- 8pm** at OLG church - 9 Currie Road ,Forestville.
- **Friday 17th May 7pm -Try Booking will open for booking in for sessions**

PARISH NEWS

PLEASE NOTE – UPCOMING CHANGES TO PARISH MASS TIMES

From the weekend of 1st /2nd June the new official Parish Mass Weekend Times will be:

St Anthony in the Field

9:00 am Sunday Mass

OLGC Forestville

5:30 pm Saturday Vigil Mass

10 am Sunday Mass

6 pm Sunday Mass

St Martin de Porres Davidson

5:00 pm Saturday Vigil Mass

8:30 am Sunday Mass

IMPORTANTANT DAILY SCHEDULE FOR YEAR 4

Monday	Tuesday	Wednesday	Thursday	Friday
---------------	----------------	------------------	-----------------	---------------

IMPORTANTANT DATES

Student Assembly	Creative Arts with Louise Fuller <u>4GH and 4B</u>	Creative Arts with Louise Fuller <u>4A</u>	----	PE with Julie-ann Thomson (<u>All Year 4 classes</u>)	<p>16th May @ 7 pm – Parent Information Session for the Sacrament of Eucharist (see further details above in our Parish News Section)</p> <p>Thursday 16th May @ 11:40 am Whole School Beginning of Term Mass</p> <p>Friday 24th May @ 11:40 am– Year 4 attending the Sacrament of Reconciliation</p> <p>Thursday 30th May @ 9:15 am Year 4 attending Parish Mass</p> <p>Thursday 6th June – OLGC’s Athletics Carnival (more details to come soon)</p> <p>Friday 7th June– Staff Development Day – Pupil Free Day</p> <p>Monday 10th June – Public Holiday</p> <p>Tuesday 11th June – Happy Healthy Harold comes to OLGC to visit K-4 (Life Education Program – more details to come soon)</p> <p>Sunday 16th June @ 10 am Bishop Randazzo visiting OLGC to instal Fr. Satheesh formally as our Parish Priest – All are welcome to this special Mass</p> <p>Tuesday 25th June – Stage 2 Netball Gala Day (more details to come soon)</p> <p>Friday 5th July - Staff Development Day – Pupil Free Day – Last day of Term Two – School Holidays commence.</p>
PE with Maryanne Morello (<u>All year 4 classes</u>)		Coding with Andrew Diggins (<u>All Year 4 classes</u>)		Library with Nat Cox <u>4A & 4B</u>	
PDH with Monica Lobascher (<u>All Year 4 classes</u>)		Library with Nat Cox <u>4GH</u>			
<u>Year 4 Teachers</u>					
Jane Atalla jane.atalla@dbb.catholic.edu.au					
Patrick Byrne patrick.byrne@dbb.catholic.edu.au					
Jenny Gearin jennifer.gearin@dbb.catholic.edu.au					
Maree Herberstein maree.herberstein@dbb.catholic.edu.au					

Thank you for taking the time to read this Curriculum Overview.

**We hope it provides some insight into the engaging and challenging curriculum we are implementing this term.
We thank you for your continuous support and we are excited by the varied and rich learning opportunities ahead this term.**

Regards, the Year Four Teaching Team, 2024.