



Over the term, the students will be working towards the learning outcomes and concepts outlined below.

RELIGIOUS EDUCATION & INQUIRY
Helping Heroes (Like Jesus Showed Us)



How can we work together to create a socially just and connected world?

In Term Four, the students will investigate the difference between needs and wants. They will investigate how those impacted by poverty and injustice can struggle to have their fundamental human rights met.

Together, we will explore the role of Kadasig in improving the lives of vulnerable people in the Philippines.

The students will work independently, or in partners, to research a charity which supports others. A single charity will be chosen and the combined Year 3/4 level will work together to support them.

The students will also interpret the significance of symbol, ritual and the sacred in relation to prayer experiences. They will reflect on personal and school community practices and preferences for prayer.

MATHEMATICS

Number and Algebra

This term, we will focus on understanding fractions and decimals. The students will model and explain the relationship between fractions and decimals. They will use their expanding knowledge of place value, addition and subtraction and apply these to both fractions and decimals.

We will also work with money (decimal currency) to solve problems involving purchases and the calculation of change to the nearest five cents.

Measurement and Geometry

This term, the focus is measuring temperature and angles. We will develop technical language (eg. obtuse angle) and learn how to estimate and measure with accuracy. The students will classify angles as equal to, greater than or less than a right angle.

They will use simple scales, legends and directions to interpret basic maps.

Statistics and Data

This term, we will select different methods for data collection. We will also explore how the probability of one event is impacted by another (eg. If I have a broken leg, that changes the chance I will be chosen for the basketball team).

ENGLISH

Reading

This term, we will use high quality mentor texts to build our reading skills. These texts are designed to broaden our vocabulary, expose us to complex themes and expand our comprehension. We will interpret the text at different levels - studying what the author does to engage the reader effectively. We will consider their message and the underlying theme of the text. We will look at how the text is constructed and how the illustrations enhance the written piece.

Writing

This term we will be focusing on persuasive writing. The students will identify arguments and use persuasive language to convince their audience. We will consider formal and informal methods to communicate persuasively. We will also include some oral debates.

In the second part of the term, we will work on constructing a newspaper, considering all the different elements within this text type.

Spelling



This term, the focus will be on exploring vowel sounds including /ie/ as in chief, /ure/ as in measure and /ui/ as in fruit.

WELLBEING

Using the Resilience, Rights and Respectful Relationships program, the students will explore their ideas about children's rights using the United Nations Conventions on the Rights of the Child. They will discuss some responsibilities they have for themselves and others. They will identify how they can protect basic human rights, including the right to safety.

Year Level: **Four**

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<p>PERFORMING ARTS - Ms Alexandra Beamont</p> <p>Welcome back to Term 4 in Performing Arts. After an action packed Term 3 with the whole school musical, this term the students will learn how to use media to record our amazing Drama skills.</p> <p>The students will learn how to do the following:</p> <ul style="list-style-type: none"> • Act and perform Aboriginal Dreamtime stories in groups • Explore and develop techniques and process to create a movie • Learn how to use 'imovie' on the ipads to record a movie using sequencing • Continue to develop their singing voices through singing rounds • Establish a secure sense of pulse and rhythm through a variety of games 	<p>VISUAL ARTS - Ms Briohny O'Connor</p> <p>In Term Four students will focus on Modelling and Threads and Textiles. They will explore the art elements of space and form while working with clay to create a 3D sculpture.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand that in art we aim to do our best, respect each other, ourselves and the equipment and trust our ability to learn. • Use a visual diary as a starting point to develop and explore their own ideas and plan out their artwork. • Be introduced to different tools and techniques used in clay making, including joining, rolling a slab and modelling. Students will then explore the use of air dry clay and use their newly learnt clay skills to create their own air dry clay sculpture. • Explore threads and textiles and how artwork can be created using these mediums before creating their own yarn Christmas decoration.
<p>DIGITAL TECHNOLOGY - Mr Michael Park</p> <p>In this unit about Coding with Scratch: Questions and Quizzes, The students will learn what a quiz is and the features that make them exciting. They will then create their own multiplication quizzes on Scratch, using a variety of Scratch blocks. The children will have the opportunity to experiment with adding various effects to make their quizzes more visually appealing and interactive. The unit is completed by the children creating a competitive multiplication quiz, creating variables and using Sensing and Operators blocks.</p>	<p>STEM - Mr Michael Park</p> <p>In this unit, the Year 4 students delve into the vital task of purifying dirty water through sieving and filtering, while also addressing the critical issue of making water safe to drink. Looking at Turkana, Kenya, where clean water access is scarce, this unit provides a real-life global context for exploring water quality, sieving, and filtering investigations. This challenge serves as a perfect complement to lessons on separating mixtures and understanding contaminants, emphasizing the urgency and significance of clean water solutions in a global context.</p>
 <p>LOTE: Mandarin - Ms Mengyi Qi</p> <p>This term, the students will explore Mandarin vocabulary and cultural insights related to seasons and weather. Beginning with basic greetings and season names, they will progress to describing weather conditions and discussing seasonal activities and preferences. Students will learn about traditional Chinese festivals tied to specific seasons and gain insight into global weather patterns and cultural practices.</p>	 <p>PHYSICAL EDUCATION - Mr Brian Anderson</p> <p>This term the students will participate in a series of golf lessons focusing on how to grip a club, swing and strike a ball. They will also use the skills of striking, throwing, bowling in cricket and participate and play fairly in simple games of cricket.</p>
<p>DISCOVERY CENTRE - Ms Siobhan Morello</p> <p>In Term Four, the Year Four students will categorise texts according to the relevant area of the Discovery Centre to which they belong.</p> <p>The students will explore in-depth the non-fiction area and identify features on non-fiction texts. Year Four students will study the Dewey Decimal Classification system and students will have practical experience locating books using their classification number.</p> <p>The students will explore the works of the well known Australian author Paul Jennings, discussing the genre and language choices throughout his stories.</p>	