

# TERM 2 OVERVIEW

## YEAR 4

### ROUTINES

#### Monday

Brief assembly 8:40am with our School Prayer, National Anthem, Behaviour Awards and weekly birthday ribbons

#### Wednesday:

Sport Uniform  
Canteen

#### Thursday

##### Weeks 1-5

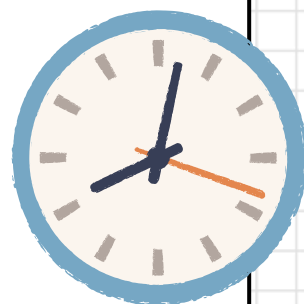
4D Japanese/Library  
4P Library/Music  
4S Music/Japanese

##### Weeks 6-10

4D Music/Japanese  
4P Japanese/Library  
4S Library/Music

#### Friday:

Brief Assembly 8:40am  
Sport Uniform  
Starfish borrow (Weeks 1-5)  
Dolphins borrow (Weeks 6-10)  
Canteen



## RELIGIOUS EDUCATION

Students will explore First Nations Spirituality and its connections with Christian Spirituality, and in a special way with our own Catholic Spirituality. Students respond as Christians to the presence of God in the world and explore the scriptural links between the Christian story and Aboriginal story.

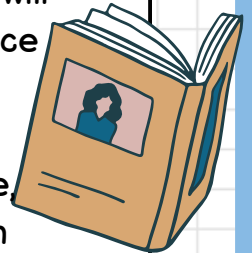


## ENGLISH

This term in writing we will be looking at persuasive texts. Students will produce a well-structured persuasive text. They will explore sentence structure, language features, persuasive devices and punctuation.

During reading and writing, the students are analysing the structure vocabulary and composition of texts to build knowledge and skills in comprehending and writing imaginative and persuasive texts over the term. Students will also engage in activities to develop reading fluency, comprehension, spelling and responding to literature.

We ask all students to bring in a book that they are interested in reading, either from home or the library.



## HISTORY

### First Contacts

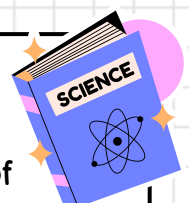
This unit introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.



## SCIENCE & TECHNOLOGY

### Energy and Forces

Students will investigate how contact forces affect the behaviour of objects. They will identify that both pushes and pulls can be classified as contact and non-contact forces. They will observe and explore how contact and non-contact forces cause changes in the motion of objects.



# MATHEMATICS

## Whole Number

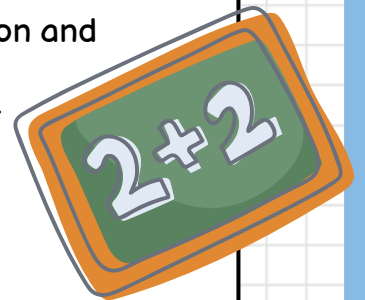
Students will...

- partition, rename, represent and order numbers up to 6-digits
- apply place value knowledge to recognise, name and order decimals to hundredths
- identify the relationship between addition and subtraction.

## Multiplicative Thinking

Students will...

- develop, consolidate and apply derived strategies for multiplication facts
- explore and apply the inverse relationship between multiplication and division
- explore and apply the associative and distributive properties of multiplication



## Chance and Position

Students will...

- use directional language to interpret and locate positions on a grid map while describing routes between points
- predict and describe possible outcomes from chance experiments
- use visualisation, language and multiple representations of position and chance concepts

## 3D Space and Measurement

Students will...

- compare and describe features of three-dimensional objects by making and exploring models, sketches and diagrams
- construct and draw models from given top, front and side views, using squared and isometric paper
- use formal units (litres and millilitres) to measure capacity and use scaled instruments to measure and compare capacities.

## Angles and Time

Students will...

- describe and compare angles in relation to right angles
- represent and read analog and digital time
- utilise partitioning and multiplicative relationships to represent fractional quantities of time.

Students will also be engaged in regular practice of multiplication tables to build automaticity and Daily Review of previously taught concepts

## VISUAL ARTS

The students will examine the work of Wassily Kandinsky to explore the concept and artmaking practice of abstract art. They will explore the concept of abstract art focusing on shape, form and colour as demonstrated in Kandinsky's artworks.



## MUSIC

In 4P will be learning to play ukulele, we will cover the chord C. They will also be completing an assignment on Wassily Kandinsky taking one of his paintings and composing music on Garage Band to accompany this.



4D and 4S will continue to play the ukulele. Revising the chord C and learning to play the chords F and G7. We will also cover note values.

## LIBRARY

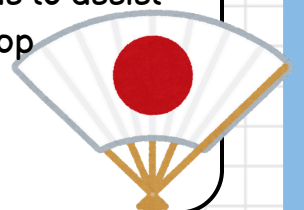
The focus remains on developing the students' love of reading. We are encouraging students to read a variety of books including picture books to expand their visual literacy. OLSS reading challenges are a fun way to encourage the students with their reading.

This term the students will learn the skills of note taking and writing a basic bibliography to accompany their research work. They will learn about Fiction Genres of Adventure, Mystery and Biographies



## JAPANESE

Students will explore the thematic unit 'Brown Bear, Brown Bear, What Do You See.' They will learn to translate this simple, familiar text through revision of their knowledge of Japanese colours and animal names. They will use strategies such as pictures, songs, games and flashcards to assist them in mastering the language. Students will continue to develop their understanding of hiragana, katakana and kanji symbols, learning the importance of stroke order and how they can be connected to represent words.



## PDH/PE

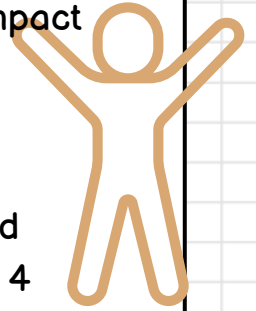
### Personal Development: My Lunchbox Rules

Students will recognise the importance of making good food choices for their overall health and wellbeing. They will recognise the variety of factors that can influence their choices and learn to assess the messages around them about food. Students will recognise and appreciate how culture has an immense impact on food selection and preparation.

### Physical Education: Getting Active

This term will see a focus on getting active and games and sports using these outcomes. Students will spend the first 4 weeks developing skills, learning the game of league tag, leading to a gala day in Week 3. Students will then rotate between soccer and AFL.

Athletics Carnival - Wednesday 21st May



## REMINDERS

**Classroom Needs:** Pencils, scissors, glue, ruler and whiteboard markers. Please ensure your child's equipment is fully labelled.

**Headphones:** A set of headphones is required at school each day and can be left at school.

**Homework:** Year 4 homework for the term is in line with our current school policy. A booklet of activities to be completed across the term will be sent home in Week 2, to be returned in Week 10.

**Absentees:** Please submit an absence note via Compass if your child is absent for the day.

**Communication:** Please contact your child's teacher via note/ phone message/ email if you wish to arrange a meeting. When emailing teachers, they aim to respond within 48 hours during their working hours, which are from 8:00am to 5:00pm, Monday through Friday.

We understand that at times, it may be more convenient for parents to write emails during evenings or weekends. However, we kindly ask that you schedule emails to be sent during work hours. Most email platforms allow you to select a specific time for your message to be sent, which will ensure it reaches teachers during their designated working hours.

If there is a change to your going home procedures, please call the school office as teachers do not have the ability to check their emails during class time.

**Crunch & Sip:** fruit or vegetables only.

