



Religious Education	Mathematics	English
<p>Baptism</p> <ul style="list-style-type: none"> ○ People belong and participate in communities. ○ People participate in the Church through the Sacraments. ○ The Church celebrates the Rite of Baptism ○ Water is an important element in the Rite of Baptism. ○ The baptised person receives the gifts of faith, hope and charity. <p>Advent</p> <ul style="list-style-type: none"> ○ People experience seasons. ○ The Church celebrates liturgical seasons ○ Liturgical seasons are symbolised by different colours. ○ Advent is a season of renewal. 	<p>Number & Algebra</p> <ul style="list-style-type: none"> ○ Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder. ○ Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies. ○ Solve word problems by using number sentences involving multiplication or division where there is no remainder. <p>Measurement & Geometry</p> <ul style="list-style-type: none"> ○ Use scaled instruments to measure and compare lengths, masses, capacities and temperatures. ○ Compare angles and classify them as equal to, greater than, or less than, a right angle. <p>Statistics & Probability</p> <ul style="list-style-type: none"> ○ Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values. ○ Evaluate the effectiveness of different displays in illustrating data features including variability. 	<p>Reading & Viewing</p> <ul style="list-style-type: none"> ○ Make connections between the ways different authors may represent similar storylines, ideas and relationships. ○ Discuss literary experiences with others, sharing responses and expressing a point of view. ○ Use metalanguage to describe the effects of ideas, text structures and language features of literary texts. ○ Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension. ○ Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text. <p>Writing & Spelling</p> <ul style="list-style-type: none"> ○ Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech. ○ Investigate how quoted (direct) and reported (indirect) speech work in different types of text. ○ Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research. ○ Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes and suffixes and word origins to spell more complex words. ○ Create literary texts by developing storylines, characters and settings. ○ Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure. <p>Speaking & Listening</p> <ul style="list-style-type: none"> ○ Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group. ○ Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently. ○ Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences.
Humanities & Social Sciences	Technologies Digital Technology	Health
<p>HASS Content</p> <ul style="list-style-type: none"> ○ The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values). ○ The differences between 'rules' and 'laws'. ○ The purpose of government and some familiar services provided by local government (e.g. libraries, health, arts, parks, environment and waste, pools and sporting facilities, pet management). <p>HASS Skills</p> <ul style="list-style-type: none"> ○ Interpret information and/or data collected (e.g. sequence events in chronological order, identify patterns and trends, make connections between old and new information) ○ Translate collected information and/or data into different formats (e.g. create a timeline, change data into a table and/or graph) 	<p>Digital Systems</p> <ul style="list-style-type: none"> ○ Digital systems and peripheral devices are used for different purposes and can store and transmit different types of data. <p>Processes and Skills</p> <ul style="list-style-type: none"> ○ Use simple visual programming environments that include a sequence of steps (algorithm) involving decisions made by the user (branching). ○ Create and communicate ideas and information safely, using agreed protocols (netiquette). ○ Develop and communicate design ideas and decisions using annotated drawings and appropriate technical terms. 	<p>Health</p> <p>WA Curriculum Health Descriptors:</p> <ul style="list-style-type: none"> ● Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as: being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community ● The positive influence of respect, empathy and the valuing of differences in relationships <p>Highway Heroes Module 1: Beating bullying and taming teasing.</p> <p>Protective Behaviours: Focus Area 4: Protective strategies</p>

Overview – Year 4 – Term 4 – 2024

		<ul style="list-style-type: none"> ○ Develop texts, including narratives and biographies, that use researched facts, events and experiences. ○ Use decision-making processes (e.g. share views, recognise different points of view, identify issues, identify possible solutions, plan for action in groups) ○ Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms 	Topic 1: Strategies for keeping safe			
		Italian	Physical Education	Music	Science	Art
		<ul style="list-style-type: none"> • Exchange information about their daily routine at home (sport activities, hobbies and games) • Recognising and using the names of the days of the week and be able to answer to some related questions such as 'What do you do on Monday?' (Che fai martedì?). • Develop pronunciation and intonation in Italian and letter combination with a satisfactory level of accuracy. • How to translate definite and indefinite articles. • Using of cardinal and ordinal numbers. • Learning to conjugate common regular and irregular verbs related to the topic. • About Grandparents Day (Festa dei Nonni) and Christmas (Natale). 	<p>Fundamental Movement Skills: ·</p> <ul style="list-style-type: none"> • Underarm/overarm throw · • Forehand strike · • Catch <p>Locomotor skills: ·</p> <ul style="list-style-type: none"> • Running · • Jumping · • Hopping • Maintaining a balanced position when performing a skills e.g. striking <p>Interpersonal skills: ·</p> <ul style="list-style-type: none"> • Encouraging others • Responsibilities of different roles: • 1 – 3 bases; backstop and outfielder. 	<p>Students focus on listening and responding to music. Specifically, they learn about music that tells a story (The Moldau by Smetana), music for a special purpose (Fireworks Music by Handel and Christmas Carols), and music from the past (Rhapsody in Blue by Gershwin).</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explore reasons why people make music • Identify different places and occasions where music is performed. • Discover specific elements of music are used to create mood and meaning in the music they listen to and make. 	<p><u>Biological Science</u> Life cycles and interactions between flowering plants, bees and ants. They will investigate the process of pollination and seed dispersal, and how the plants and insects benefit mutually.</p>	<p>Explore artwork and identify meaning in artwork from other cultures. Share personal responses and feelings about artwork they view and make.</p> <p>Develop their artistic skills through experimentation with shape (open, closed, abstract, view from top, side, bottom, positive and negative) and texture (piercing, pinching, pressing, embossing, scoring.</p> <p>Through the Art Elements of Shape and Texture children will:</p> <ul style="list-style-type: none"> • Recognize imaginary shapes are called abstract shapes and can be used to make images and patterns. Shapes can be repeated in waving lines to produce the illusion of movement. • Observe shapes inside shapes eg features on a face • Recognize Shapes can be 3D and are named as cubes, spheres and cones. • Understand real texture (fabric, natural materials etc..) can be included in artworks and may be cut into repeated lines and shapes • Understand implied texture is produced by repeating and overlapping marks, lines and small drawn shapes such as scales to give appearance of texture.