



# Statement of Intent – Year 4 – Term 1 – 2025

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Religious Education	Mathematics	English
<p><u>Church</u></p> <ul style="list-style-type: none"> <li>○ People learn in communities</li> <li>○ Jesus teaches people to live good lives</li> <li>○ Members of the Church believe the teachings of Jesus to be important</li> <li>○ The Apostles handed on the teachings of Jesus</li> <li>○ God's family, the Church, teaches how to live as God wants</li> </ul> <p><u>Lent/ Easter</u></p> <ul style="list-style-type: none"> <li>○ People show love and forgiveness</li> <li>○ God always forgives</li> <li>○ Jesus forgives and shows mercy</li> <li>○ Spiritual and corporal works of mercy make the world a better place</li> <li>○ The Church focuses on the Crucifixion of Jesus on Good Friday</li> <li>○ Followers of Jesus focus on love, mercy and forgiveness during Lent</li> </ul>	<p><u>Number &amp; Algebra</u></p> <ul style="list-style-type: none"> <li>○ Recognise, represent and order numbers to at least tens of thousands</li> <li>○ Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems</li> <li>○ Recall multiplication facts up to <math>10 \times 10</math> and related division facts</li> </ul> <p><u>Measurement &amp; Geometry</u></p> <ul style="list-style-type: none"> <li>○ Convert between units of time</li> <li>○ Use 'am' and 'pm' notation and solve simple time problems</li> <li>○ Create symmetrical patterns, pictures and shapes with and without digital technologies</li> </ul> <p><u>Statistics &amp; Probability</u></p> <ul style="list-style-type: none"> <li>○ Describe possible everyday events and order their chances of occurring</li> <li>○ Identify everyday events where one cannot happen if the other happens</li> <li>○ Identify events where the chance of one will not be affected by the occurrence of the others</li> </ul>	<p><u>Reading &amp; Viewing</u></p> <ul style="list-style-type: none"> <li>○ Make connections between the ways different authors may represent similar storylines, ideas and relationships</li> <li>○ Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text</li> <li>○ Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing</li> <li>○ Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts</li> </ul> <p><u>Writing &amp; Spelling</u></p> <ul style="list-style-type: none"> <li>○ Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience</li> <li>○ Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives</li> <li>○ Create literary texts by developing storylines, characters and settings</li> <li>○ Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech</li> <li>○ Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features</li> <li>○ Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research</li> <li>○ Understand how to use phonic knowledge to read and write multisyllabic words with more complex letter combinations, including a variety of vowel sounds and known prefixes and suffixes</li> <li>○ Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure</li> </ul> <p><u>Speaking &amp; Listening</u></p> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences</li> </ul>



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Humanities & Social Sciences	Technologies		Auslan	
<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia</li> <li>The importance of environments to animals and people, and different views on how they can be protected</li> </ul> <p><u>HASS Skills</u></p> <ul style="list-style-type: none"> <li>Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet)</li> <li>Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies)</li> <li>Draw conclusions and give explanations, based on the information and/or data displayed in texts, tables, graphs and maps (e.g. show similarities and differences)</li> </ul>	<p><u>Digital Systems</u></p> <p>*Digital systems and peripheral devices are used for different purposes and can store and transmit different types of data</p> <p><u>Processes and Skills</u></p> <p>COLLECTING, MANAGING AND ANALYSING DATA</p> <p>*Collect and present different types of data for a specific purpose using software.</p> <p>DIGITAL IMPLEMENTATION</p> <p>*Use simple visual programming environments that include a sequence of steps (algorithm) involving decisions made by the user (branching).</p> <p>INVESTIGATING AND DEFINING</p> <p>*Define a sequence of steps to design a solution for a given task.</p> <p>*Identify and choose the appropriate resources from a given set.</p> <p>COLLABORATING AND DEFINING</p> <p>*Work independently, or collaboratively when required, to plan, create and communicate ideas and information for solutions.</p> <p>EVALUATING</p> <p>*Use criteria to evaluate and justify simple design processes and solutions</p>		<ul style="list-style-type: none"> <li>Students will be introduced to the visual language of Auslan, developing an understanding of how it is used to communicate.</li> <li>They will learn the Auslan alphabet through fingerspelling and use basic signs for greetings in everyday interactions.</li> <li>Students will also explore key aspects of Deaf culture, gaining an appreciation for the significance of Auslan within the Deaf community.</li> <li>Learning will take place through teacher modelling, interactive games, and engaging activities, as well as hands-on experiences, songs, stories, and fun group tasks that encourage active participation.</li> <li>Through structured and enjoyable lessons, students will reinforce their learning, build confidence in using Auslan, and develop a deeper appreciation for visual communication.</li> </ul>	
Health	Physical Education	Music	Science	Art
<p>WA Curriculum Health Descriptors</p> <ul style="list-style-type: none"> <li>Strategies that help individuals to manage the impact of physical, social and emotional changes</li> <li>Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations</li> </ul> <p>Highway Heroes Module 2: Connecting 4</p> <ul style="list-style-type: none"> <li>Friendships; Playground Resilience &amp; Wisdom</li> </ul> <p>Protective Behaviours:</p> <ul style="list-style-type: none"> <li>Focus Area 1: The Right To Be Safe</li> <li>Topic 1: Being safe</li> <li>Topic 2: Warning signs</li> <li>Topic 3: Risk-taking and emergencies</li> </ul>	<p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> <li>Catching</li> <li>Underarm and overarm throws</li> </ul> <p>Combination of locomotor and object control skills in minor games</p> <ul style="list-style-type: none"> <li>Batting, bowling, and fielding – cricket</li> <li>Scooping, running with ball, throwing and catching in net – Modcrosse</li> </ul> <p>Locomotor skills:</p> <ul style="list-style-type: none"> <li>Running</li> <li>Weaving</li> </ul> <p>Maintaining a balanced position when performing a skill e.g. not spinning after batting in cricket.</p> <p>Movement skills and tactics to achieve outcome: demonstrating movement concepts and strategies to gain possession of ball and create scoring opportunities – modcrosse</p> <p>Cooperation skills to ensure everyone is included in all activities e.g. modifying rules for SN children</p> <p>Basic rules in games ways in which to keep activities safe and fair e.g. collaborating to alter rules to suit the age group – 5 steps/5 seconds in modcrosse instead of 3</p> <p>Transfer of skills and prior knowledge to solve movement challenges e.g. running with the bat in cricket</p>	<p>Students follow the Kodaly methodology through a collection of songs from around the world to learn the elements listed:</p> <ul style="list-style-type: none"> <li>Improvise with the elements of music to create music ideas.</li> <li>Develop and consolidate aural and theory skills, including: Rhythm: ta, te-te, za, tika-tika, too, three, four. Pitch: do, re, mi, so and la on the music staff.</li> <li>Develop performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics)</li> </ul>	<p>Physical Science - Exploring Forces and Their Effects</p> <ul style="list-style-type: none"> <li>Students will delve into the fascinating world of forces—how they are applied, how they affect objects, and how they can be exerted both through direct contact and from a distance.</li> <li>Through engaging experiments and observations, children will develop a deeper understanding of how forces influence the movement and behaviour of objects in our world.</li> </ul> <p>Key learning will include:</p> <ul style="list-style-type: none"> <li>Speed and Force</li> <li>Contact vs. Non-Contact Forces</li> <li>The Effect of Friction</li> <li>Forces in Action</li> <li>Magnetism</li> </ul>	<p>In Visual Arts this term, children will</p> <ul style="list-style-type: none"> <li>identify and name primary, secondary and tertiary colours</li> <li>combine primary colours and secondary colours to make tertiary colours</li> <li>recognise that colours can be bright or pastel</li> <li>decorate shapes and patterns in primary and secondary colours</li> <li>colour images realistically or in imaginative way</li> <li>create artworks in 2D and 3D</li> <li>explore colour as contrast, patterns, movement</li> <li>combine lines and repeat as texture for pattern or for the effects of contrast and movement</li> <li>express feelings: thick and bold for anger, jerky and light for frightened, up, down and around for happiness</li> <li>develop artistic skills through experimentation with colour and colour value and line</li> <li>share personal responses and feelings about artwork they view and make</li> <li>recognise that lines can change in size, colour and direction</li> <li>share personal responses and feelings about artwork they view and make</li> <li>develop artistic skills through experimentation with colour and colour value and line</li> <li>explore famous artists' style of artwork, create artwork inspired by these styles.</li> </ul>



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