





Statement of Intent – Year 4 – Term 2 – 2025

This overview is subject to change based on school factors and the needs and abilities of the class.

	Religious Education	Mathematics		English	
	<u>Penance</u> <ul style="list-style-type: none">People try to live in right relationshipsJesus teaches how to live in loving relationshipsPeople experience hope and healing through the Sacrament of PenanceCatholics experience God's love, forgiveness and healing in the MassThe Sacrament of Penance restores people to right relationships. <u>Eucharist</u> <ul style="list-style-type: none">People gather to celebrateJesus celebrated with othersThe Eucharist began at the Last supperHoly Communion unites people with Jesus in a special wayThe Liturgy of the Eucharist is the central part of the MassPeople live a Eucharistic life	<u>Number & Algebra</u> <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 remainderExplore and describe number patterns resulting from performing multiplicationSolve worded problems by using number sentences involving multiplication or division where there is no remainderFind unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtractionRecall multiplication facts up to 10 × 10 and related division facts <u>Measurement & Geometry</u> <ul style="list-style-type: none">Create symmetrical patterns, pictures and shapes with and without digital technologiesCompare the areas of regular and irregular shapes by informal meansCompare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologiesUse simple scales, legends and directions to interpret information contained in basic maps		<u>Reading & Viewing</u> <ul style="list-style-type: none">Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the textUse comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating textsDiscuss literary experiences with others, sharing responses and expressing a point of view <u>Writing & Spelling</u> <ul style="list-style-type: none">Understand how texts vary in complexity, purpose and the intended audienceUnderstand how texts are made cohesive through the use of linking devices including pronoun reference and text connectivesPlan, draft and publish persuasive texts containing key information and supporting details for a widening range of audiencesIncorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in researchUnderstand 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 wordsRe-read and edit for meaning to improve content and structure <u>Speaking & Listening</u> <ul style="list-style-type: none">Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences	
	Humanities & Social Sciences	Technologies		Health	
	<u>History Knowledge and Understanding</u> <ul style="list-style-type: none">The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people's livesThe diversity and longevity of Australia's first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of lifeAboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation <u>Skills</u> <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)Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic)Translate collected information and/or data into different formats (e.g. create a timeline, change data into a table and/or graph)Develop texts, including narratives and biographies, that use researched facts, events and experiences.	<u>Digital Systems</u> <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 <u>Processes and Skills</u> <p>COLLECTING, MANAGING AND ANALYSING DATA</p> <ul style="list-style-type: none">Collect and present different types of data for a specific purpose using software. <p>DIGITAL IMPLEMENTATION</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). <p>INVESTIGATING AND DEFINING</p> <ul style="list-style-type: none">Define a sequence of steps to design a solution for a given task.Identify and choose the appropriate resources from a given set. <p>COLLABORATING AND DEFINING</p> <ul style="list-style-type: none">Work independently, or collaboratively when required, to plan, create and communicate ideas and information for solutions. <p>EVALUATING</p> <ul style="list-style-type: none">Use criteria to evaluate and justify simple design processes and solutions		<u>WA Curriculum Health Descriptors:</u> <ul style="list-style-type: none">Strategies that help individuals to manage the impact of physical, social and emotional changesUse of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help and thinking optimistically <u>Highway Heroes:</u> <p>Module 3-</p> <ul style="list-style-type: none">Getting things doneThe secrets of staying power and grit <u>Protective Behaviours:</u> <p>Focus Area 2: Relationships-</p> <ul style="list-style-type: none">Topic 3: Power in RelationshipsTopic 4: Trust and Networks	
	Auslan	Physical Education	Music	Science	Art
	<ul style="list-style-type: none">Students will consolidate the signs learned in Term 1, including the Auslan alphabet and numbers, while continuing to build their non-verbal communication skills.	Fundamental Movement Skills: <ul style="list-style-type: none">Catching and throwing a small ballTagging in League TagCombination of locomotor	<ul style="list-style-type: none">Students follow the Kodaly methodology through a collection of songs from around the world to learn the elements listed.Development and consolidation of aural and theory skills, including:	Biological Science -From Petals to Pollinators: <ul style="list-style-type: none">Explore the life cycles of living things with a strong focus on flowering plants and bees	Students will: <ul style="list-style-type: none">Identify and name primary, secondary and tertiary colours



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<ul style="list-style-type: none"> ○ They will learn Auslan signs for family members and explore the diversity of families within the community. ○ A special focus will be placed on ANZAC Day, where students will learn relevant signs and discuss the contributions of Deaf individuals to the war efforts. ○ Additionally, students will expand their vocabulary by learning Auslan signs for common items and objects found around the home and school and will be introduced to signs for colours. ○ In Week 2, the cultural celebration of Mother's Day will be highlighted, with students learning signs related to the celebration and creating a special message for our Mum's or other special people in their family. 	<ul style="list-style-type: none"> ○ and object control skills in minor games ○ Scooping, running with ball, throwing and catching in net – Modcrosse ○ Tagging, playing the ball and backward passing ○ League Tag Locomotor skills: ○ Running ○ Weaving ○ Maintaining a balanced position when performing a skills e.g. bending knees when scooping Modcrosse ball and tagging an opponent. <p>Movement skills and tactics to achieve outcome:</p> <ul style="list-style-type: none"> ○ Demonstrating movement concepts and strategies to gain possession of ball and create scoring opportunities ○ Modcrosse – passing to a team member closer to goal and running between opponents to make a try in League Tag ○ 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 seconds with ball in Modcrosse instead of 4. ○ Transfer of skills and prior knowledge to solve movement challenges e.g. running with stick in Modcrosse. 	<ul style="list-style-type: none"> • rhythm (dotted minim ) • tempo (changing tempos; • terminology (presto, andante, adagio, allegretto)) • pitch (intervals (recognising leaps and steps, pentatonic scale)) • dynamics (terminology and symbols pianissimo (pp), fortissimo (ff)); expressive devices (smoothly, short, detached) • form (ternary (ABA); bridge; coda) ○ Develop further understanding of instruments families of the Orchestra 	<ul style="list-style-type: none"> ○ Hands-on investigations, model making, dissections, and research ○ Describe and sequence the key stages in the life cycles of plants and insects ○ Learn how pollination, fertilisation, and seed dispersal occur ○ Understand how living things grow and change over time 	<ul style="list-style-type: none"> ○ Combine primary colours and secondary colours to make tertiary colours ○ Recognise that colours can be bright or pastel ○ Decorate shapes and patterns in primary and secondary colours ○ Colour images realistically or in imaginative way ○ Create artworks in 2D and 3D ○ Explore colour as contrast, patterns, movement ○ Combine lines and repeat as texture for pattern or for the effects of contrast and movement ○ Express feelings: thick and bold for anger, jerky and light for frightened, up, down and around for happiness ○ Develop artistic skills through experimentation with colour and colour value and line ○ Share personal responses and feelings about artwork they view and make ○ Recognise that lines can change in size, colour and direction ○ Share personal responses and feelings about artwork they view and make ○ Develop artistic skills through experimentation with colour and colour value and line ○ Explore famous artists and their style of artwork and create artwork inspired by these styles
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