



# Statement of Intent – Year 4 – Term 1 – 2023

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

Religious Education	Mathematics	English
<p><b>Church</b></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><b>Lent/ Easter</b></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><b>Number &amp; Algebra</b></p> <ul style="list-style-type: none"> <li>○ Recognise, represent and order numbers to at least tens of thousands</li> <li>○ Apply <u>place value</u> to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems</li> <li>○ Recall <u>multiplication</u> facts up to <math>10 \times 10</math> and related division facts</li> </ul> <p><b>Measurement &amp; Geometry</b></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 <u>symmetrical</u> patterns, pictures and shapes with and without digital technologies</li> </ul> <p><b>Statistics &amp; Probability</b></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 other</li> </ul>	<p><b>Reading &amp; Viewing</b></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 <u>text</u></li> <li>○ Read different <u>types of texts</u> by combining contextual, semantic, grammatical and <u>phonic</u> knowledge using <u>text processing strategies</u> 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><b>Writing &amp; Spelling</b></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 <u>audience</u></li> <li>○ Understand how texts are made cohesive through the use of linking devices including <u>pronoun reference</u> and <u>text</u> 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 <u>text</u> structures and <u>language features</u></li> <li>○ Understand that the meaning of sentences can be enriched through the use of <u>noun</u> groups/phrases and <u>verb groups</u>/phrases and prepositional phrases</li> <li>○ Investigate how quoted (direct) and reported (indirect) speech work in different types of <u>text</u></li> <li>○ Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research</li> <li>○ Read and <u>write</u> a large core of high frequency words including homophones and know how to use <u>context</u> to identify correct spelling</li> <li>○ Understand how to use <u>phonic</u> knowledge to <u>read</u> and <u>write</u> multisyllabic words with more complex letter combinations, including a variety of <u>vowel</u> sounds and known prefixes and suffixes</li> <li>○ Understand how to use knowledge of letter patterns including double letters, spelling generalisations, morphemic <u>word</u> families, common prefixes and suffixes and <u>word</u> origins to spell more complex words</li> <li>○ Re-read and edit for meaning by adding, deleting or moving words or <u>word</u> groups to improve content and structure</li> <li>○ Write using clearly-formed joined letters, and develop increased fluency and automaticity</li> </ul> <p><b>Speaking &amp; Listening</b></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		Italian	
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>The main characteristics (e.g. <u>climate</u>, <u>natural vegetation</u>, 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><b>HASS Skills</b></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><b>Digital Technology</b></p> <ul style="list-style-type: none"> <li>Digital systems and <u>peripheral devices</u> are used for different purposes and can store and transmit different types of <u>data</u></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use simple <u>visual programming</u> environments that include a sequence of steps (algorithm) involving decisions made by the user (branching)</li> <li>Create and communicate ideas and <u>information</u> safely, using agreed <u>protocols</u> (netiquette)</li> <li>Develop and communicate design ideas and decisions using annotated drawings and appropriate technical terms</li> </ul>		<ul style="list-style-type: none"> <li>Revise of the Italian greetings and the use of Mr. Miss Mr. and the courtesy form</li> <li>How to answer to the questions: 'What's your name? - Come ti chiami? Come si chiama lei?', 'Who are you? - Chi sei tu?/Chi e' lei', 'How are you? – Come stai?/Come sta lei?' and 'How old are you? – Quanti anni hai?'</li> <li>Activities about pronunciation of consonants and vowels, how to recognise masculine and feminine words and how to change a noun from singular into plural</li> <li>How to translate the definite article 'the'</li> <li>The verbs 'to be - Essere' and 'To have - Avere'</li> <li>Launch of the topic of the year (curriculum): My world (afternoon sports and activities in Italian)</li> <li>Some adjectives related with family members</li> <li>Learning about Easter and Carnevale in Italy</li> </ul>	
Health	Physical Education	Music	Science	Art
<p>Being Healthy, Safe and Active</p> <ul style="list-style-type: none"> <li>Use of <u>persistence</u> and <u>resilience</u> as tools to <u>respond</u> positively to challenges and failure, such as:</li> </ul> <p>*using self-talk, *seeking help thinking optimistically</p> <p>Health and Keeping Safe</p> <ul style="list-style-type: none"> <li>Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, (ACPPSO35) 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</li> <li>Strategies to ensure safety and <u>wellbeing</u> at home and at school</li> </ul>	<p><b>Fundamental Movement Skills</b></p> <p>Catching</p> <ul style="list-style-type: none"> <li>Underarm and overarm throws</li> <li>Combination of locomotor and object control skills in minor games</li> </ul> <p>Batting, bowling and fielding</p> <ul style="list-style-type: none"> <li>cricket · Scooping, running with ball, throwing and catching in net</li> </ul> <p>Modcrosse Locomotor skills:</p> <ul style="list-style-type: none"> <li>Running</li> <li>Weaving</li> <li>Maintaining a balanced position when performing a skills e.g. not spinning after batting in cricket.</li> </ul> <p>Movement skills and tactics to achieve outcome:</p> <ul style="list-style-type: none"> <li>Demonstrating movement concepts and strategies to gain possession of ball and create scoring opportunities – modcrosse</li> <li>Cooperation skills to ensure everyone is included in all activities e.g. modifying rules for SN children</li> <li>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 in modcrosse instead of 3.</li> <li>Transfer of skills and prior knowledge to solve movement challenges e.g. running with the bat in cricket – running with net in modcrosse.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and consolidate of aural and theory skills, including, rhythm, timbre (instrument groups (e.g. strings, woodwind, brass, percussion), differentiate between two or more instruments when played together) to compose and perform music.</li> <li>Improvisation with the elements of music to create, record and communicate a simple composition.</li> <li>Development of performance skills (singing in tune, playing classroom instruments with correct timing and technique, incorporating some dynamics; maintaining own part at correct pitch and tempo when performing with others)</li> <li>Responses that identify and describe how instruments are combined and used to communicate ideas, mood and meaning in music in movies.</li> </ul>	<p><b>Physical Sciences</b></p> <ul style="list-style-type: none"> <li>This term, year 4 students will examine that forces can be exerted by one object on another through direct contact or from a distance. They will explore contact and non-contact forces and how they affect an object's behaviour and the way it interacts with other objects, observe how speed is affected by the size of a force, compare and contrast the effect of friction on different surfaces and explore the forces of attraction and repulsion between magnets. Students will also develop their skills in planning and conducting a 'Fair Test'.</li> </ul>	<p><b>Colour And Colour Value</b></p> <ul style="list-style-type: none"> <li>Primary and secondary colours can be mixed to make tertiary colours</li> <li>Colours can be bright or pastel</li> <li>Images might be coloured realistically or in imaginative way</li> <li>Explore colour as contrast, patterns, movement</li> </ul> <p><b>LINE</b></p> <ul style="list-style-type: none"> <li>Lines can be combined and represented as texture for pattern or for the effects of contrast and movement</li> <li>Lines can express feelings: thick and bold for anger, jerky and light for frightened, up, down and around for happiness.</li> <li>Lines can be 2D and 3D</li> </ul> <p>Explore artwork and identify meaning in artwork from other cultures.</p> <p>Share personal responses and feelings about artwork they view and make.</p> <ul style="list-style-type: none"> <li>Development of artistic skills through experimentation with colour and colour value and line.</li> </ul>