



Statement of Intent – Year 4 – Term 3 – 2024

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

Religious Education	Mathematics	English
<p>Prayer</p> <ul style="list-style-type: none"> People learn in many ways Mary teaches Catholics how to have faith in God The Rosary helps Catholics to learn and meditate on the life of Jesus Catholics learn and memorise the way to pray the Rosary The Rosary helps Catholics grow in their prayer life <p>Confirmation</p> <ul style="list-style-type: none"> People learn how to manage their emotions through relationships Jesus expressed his emotions in loving ways People are strengthened by the Holy Spirit to live and love others as Jesus did The Holy Spirit strengthens people through the Sacrament of Confirmation Jesus taught his followers to love others 	<p>Number & Algebra</p> <ul style="list-style-type: none"> Equivalent fractions used in contexts Count by quarters halves and thirds, including mixed numerals. Locate and represent these fractions on a number line Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation. Investigate and use the properties of odd and even numbers. <p>Measurement & Geometry</p> <ul style="list-style-type: none"> Use scaled instruments to measure and compare lengths, masses, capacities and temperatures Compare objects using familiar metric units of area and volume Compare the areas of regular and irregular shapes by informal means <p>Statistics & Probability</p> <ul style="list-style-type: none"> Select and trial methods for data collection, including survey questions and recording sheets 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"> Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text 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 Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts Discuss literary experiences with others, sharing responses and expressing a point of view Understand differences between the language of opinion and feeling and the language of factual reporting or recording <p>Writing & Spelling</p> <ul style="list-style-type: none"> Plan, draft and publish imaginative and informative texts containing key information and supporting details for a widening range of audiences Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns 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 Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences 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
Humanities & Social Sciences	Technologies Digital Technology	Health
<p>History</p> <ul style="list-style-type: none"> The journey(s) of at least one world navigator, explorer or trader up to the late 18th century (e.g. Christopher Columbus, Vasco da Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on one society Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order) <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) 	<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>WA Curriculum Health Descriptors:</p> <ul style="list-style-type: none"> Strategies that help individuals to manage the impact of physical, social and emotional changes Use of persistence and resilience as tools to respond positively to challenges and failure, such as: using self-talk, seeking help and thinking optimistically <p>Highway Heroes</p> <p>Module 3: Getting things done; The secrets of staying power and grit</p> <p>Protective Behaviours Focus Area 2: Relationships Topic 3: Power in Relationships</p>

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	<ul style="list-style-type: none"> ○ 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. ○ 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, appropriate to audience and purpose, using relevant terms 				
	Italian	Physical Education	Music	Science	Art
	<ul style="list-style-type: none"> ● Activities related to the topic of the year: My world (Afternoon sports and activities in Italian) ● Recognising and using the names of the days of the week and be able to answer to the question: 'Che giorno e' oggi/domani/dopodomani?' ● Develop pronunciation and intonation in Italian (sc followed by h or i/e) and letter combination (gn - gl) with a satisfactory level of accuracy ● How to translate the indefinite articles 'a/an' ● Using of cardinal and ordinal numbers ● Learning to conjugate common regular and irregular verbs related to the topic ● About Olympic Games and Father's Day 	<p>Moving our Body Fundamental Movement Skills:</p> <ul style="list-style-type: none"> ● Catching and throwing a small ball – underarm and overarm ● Pushing a shot put ● Jumping for distance ● Throwing for distance ● Sprinting on a curve <p>Combination of locomotor and object control skills in minor games</p> <ul style="list-style-type: none"> ● Throwing a Turbo Jav ● Leaping into Jump's pit ● Exchanging a baton efficiently ● Throwing a small ball effectively and accurately – various distances ● Forceful chest passes to various partners <p>Learning Through Movement Locomotor skills:</p> <ul style="list-style-type: none"> ● Running ● Jumping ● Pushing (shot put) ● Throwing <p>Maintaining a balanced position when performing a skills e.g. landing safely in Long Jump Movement skills and tactics to achieve outcome: demonstrating movement concepts and strategies e.g. running full speed in Long Jump and when to call "hand" in circular relay. Cooperation skills to ensure everyone is included in all activities Basic rules in games ways in which to keep activities safe and fair e.g. collaborating to alter rules to suit the age group Transfer of skills and prior knowledge to solve movement challenges e.g.– passing a baton</p>	<p>Students use the Garage Band Application to learn about rhythm, beat and text in the genre Rap. Specifically, students will create their own short "Buddy Rap" with beat and bass backing tracks. Students continue to follow the Kodaly methodology through a collection of songs, games, and movements from around the world to learn the elements of music. Students will:</p> <ul style="list-style-type: none"> ● Improvise with the elements of music to create a simple composition ● Communicate and record music ideas using graphic and standard notation. ● Respond to and respect the music of others as performers and audience members. ● Develop and consolidate and aural and theory skills 	<p>Physical Science</p> <ul style="list-style-type: none"> ● Formulate investigable questions ● Make predictions to investigate the forces that are exerted by magnets on other objects ● Make claims with supporting evidence ● Represent their understanding in a variety of ways. 	<p>Visual Arts:</p> <p>Explore artwork and identify meaning in artwork from other cultures</p> <p>Share personal responses and feelings about artwork they view and make 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.