



Statement of Intent – Year 4 – Term 1 – 2021

Religious Education	Mathematics	English	English
<p>Lent & Easter:</p> <ul style="list-style-type: none"> ○ Show love and forgiveness. ○ Understand that God loves and wants only what is good for each person and that no sin is too great for God to forgive. ○ Identify ways Jesus showed forgiveness to others. ○ Understand the Sacrament of Penance. ○ Identify ways we can show love and mercy through our everyday actions. ○ List Corporal Works of Mercy. ○ Understand how the Spiritual and Corporal Works of Mercy reflect the words and actions of Jesus. ○ Deepen our understanding of Lent. <p>Church:</p> <ul style="list-style-type: none"> ○ Explore ways people learn. ○ List the special community occasions that people celebrate. ○ Describe ways Jesus taught us to live good lives. ○ Understand how Jesus used parables to teach us how to live good lives. ○ Identify the beliefs of Catholic people in the Catechism of the Catholic Church. ○ Identify the meaning of the words of the Lord's Prayer. ○ Understand how people use the graces received through the Sacraments to live as members of the Church. 	<p>Number & Algebra</p> <ul style="list-style-type: none"> ○ Recognise, represent and order numbers to at least tens of thousands (ACMNA072) ○ Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems(ACMNA073) ○ Recall multiplication facts up to 10×10 and related division facts (ACMNA075) <p>Measurement & Geometry</p> <ul style="list-style-type: none"> ○ Use scaled instruments to measure and compare lengths, masses, capacities and temperatures (ACMMG084) ○ Compare objects using familiar metric units of area and volume (ACMMG290) 	<p>Writing</p> <ul style="list-style-type: none"> ○ Make connections between the ways different authors may represent similar storylines, ideas and relationships. ○ 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. ○ Create literary texts that explore students' own experiences and imagining. ○ Create literary texts by developing storylines, characters and settings. ○ Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text. ○ 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. ○ Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure. ○ Use a range of software including word processing programs to construct, edit and publish written text and select, edit and place visual, print and audio elements. <p>Spelling</p> <ul style="list-style-type: none"> ○ Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases. ○ 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. ○ 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. ○ Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives. 	<p>Reading & Viewing</p> <ul style="list-style-type: none"> ○ 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. ○ Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts ○ 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. ○ Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information. ○ Investigate how emotional responses vary in depth and strength. ○ Use metalanguage to describe the effects of ideas, text structures and language features of literary texts. ○ Discuss literary experiences with others, sharing responses and expressing a point of view. ○ Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet ○ Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies). ○ 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.



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Humanities & Social Sciences		Technologies	Immersion, Excursions and Events
<ul style="list-style-type: none"> Identify Aboriginal 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. Understand the 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 life. Understand 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 lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines). Comprehend 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). Identify current understanding of a topic (e.g. brainstorm, KWL chart). Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet). Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies). 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. 		<ul style="list-style-type: none"> Digital systems and <u>peripheral devices</u> are used for different purposes and can store and transmit different types of <u>data</u>(ACTDIK007) Ways products, services and environments are designed to meet community needs, including consideration of <u>sustainability</u>. (ACTDEK010) 	<p>19th February – Swimming Trials</p> <p>26th February – Pupil Free Day</p> <p>10th March – Swimming Carnival</p> <p>13th March – Family Mass</p> <p>26th March – Liturgy: Palm Sunday</p> <p>29th March – Parent Teacher Interview</p> <p>30th March – Interschool swimming carnival</p>
Health	Music	Sport	STEM
<p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> The positive influence of respect, <u>empathy</u> and the valuing of differences in relationships (ACPPS037) Strategies to identify and manage emotions before reacting (ACPPS038) Strategies to cope with adverse situations and the demands of others (ACPPS038) 	<p>Ideas</p> <ul style="list-style-type: none"> Improvisation with the elements of music to create a simple composition. (ACAMUM085) <p>Skills</p> <ul style="list-style-type: none"> Development and consolidation of aural and theory skills. (ACAMUM084) <p>Performance</p> <ul style="list-style-type: none"> Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique, incorporating some dynamics; maintaining own part at correct pitch and 	<p>Tee Ball Focus</p> <p>Moving our body-</p> <p>Fundamental movement skills: overarm throw, strike. (ACPMP043)</p> <p>Combination of locomotor and object control skills in minor games (ACPMP043) (ACPMP044)</p> <p>Locomotor skills: run, jump, dodge. (ACPMP043)</p> <p>Ways to maintain a balanced position when connecting movements. (ACPMP045)</p> <p>Movement skills and tactics to achieve an outcome: creating scoring opportunities (ACPMP045)</p> <p>Learning through movement-</p>	<ul style="list-style-type: none"> Earth's surface changes over time as a result of natural processes and human activity (ACSSU075) Science involves making predictions and describing patterns and relationships (ACSHE061) Science knowledge helps people to understand the effect of their actions (ACSHE062) Compare results with predictions, suggesting possible reasons for findings (AC SIS216)



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		<p>tempo when performing with others))ACAMUM086)</p> <p>Responding</p> <ul style="list-style-type: none">○ Responses to, and respect for, the music of others as performers and audience members (ACAMUR087)	<p>Cooperation skills and practices to ensure everyone is included in all physical activities. (ACPMP048)</p> <p>Basic rules and scoring systems to keep physical activities safe and fair. (ACPMP050)</p>	
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