



Statement of Intent – Year 4 – Term 2 – 2021

Religious Education	Mathematics	English
<p>Church:</p> <ul style="list-style-type: none"> • People learn in communities. • Jesus teaches people to live good lives. • Members of the Church believe the teachings of Jesus to be important. • The Apostles handed on the teachings of Jesus. • God’s family, the Church, teaches how to live as God wants. <p>Eucharist:</p> <ul style="list-style-type: none"> • People gather to celebrate. • Jesus celebrated with others. • The Eucharist began at the Last Supper. • Holy Communion unites people with Jesus in a special way. • The Liturgy of the Eucharist is the central part of the Mass. • People live a Eucharistic life. 	<p>Number & Algebra Investigate and use the properties of odd and even numbers (ACMNA071)</p> <p>Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074)</p> <p>Recall multiplication facts up to 10×10 and related division facts (ACMNA075)</p> <p>Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)</p> <p>Explore and describe number patterns resulting from performing multiplication (ACMNA081)</p> <p>Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082)</p> <p>Find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtraction (ACMNA083)</p> <p>Measurement & Geometry Convert between units of time (ACMMG085)</p> <p>Use am and pm notation and solve simple time problems (ACMMG086)</p> <p>Statistics & Probability Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)</p> <p>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 (ACMSP096)</p>	<p>Writing 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 (ACELT1605)</p> <p>Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)</p> <p>Create literary texts by developing storylines, characters and settings (ACELT1794)</p> <p>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 (ACELY1694)</p> <p>Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)</p> <p>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 (ACELY1697)</p> <p>Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)</p> <p>Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)</p> <p>Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)</p> <p>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 (ACELA1488)</p> <p>Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)</p>



Statement of Intent – Year 4 – Term 2 – 2021

Spelling

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 (ACELA1779)

Read and write a large core of high frequency words including homophones and know how to use context to identify correct spelling (ACELA1780)

Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)

Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)

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 (ACELA1828)

Reading & Viewing

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

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 (ACELY1687)

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 (ACELT1605)

Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)

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 (ACELY1691)



Statement of Intent – Year 4 – Term 2 – 2021

Japanese	Humanities & Social Sciences	Technologies	Immersion, Excursions and Events
<p>Communicating</p> <ul style="list-style-type: none"> ○ Introduce and share information about themselves, for example, <i>name</i> です; 五さい です (ACLJAC109) ○ Recognise that in Japanese, as in English and other languages, there are different ways of greeting, addressing and interacting with people and that greetings vary according to the time of day or the occasion, for example, おはよう、こんにちは、こんばんは (ACLJAU124) <p>Writing and Reading</p> <ul style="list-style-type: none"> ○ Referring to numbers of things using cardinal numbers 0–10, for example、二、三 ○ Recognising that numbers 4, 7 and 9 have more than one reading. ○ Recognise simple <i>kanji</i>, (ACLJAU121) ○ Recognise, trace and copy <i>kanji</i> for numbers. ○ Recognise that <i>kanji</i> and <i>hiragana</i> have stroke order, for example, using <i>tai chi</i> to demonstrate stroke order. 	<p>Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26) Develop a range of focus questions to investigate (WAHASS27)</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)</p> <p>Record selected information and/or data (e.g., use graphic organisers, develop note-taking strategies) (WAHASS29)</p> <p>Locate and collect information from a variety of sources (e.g., photographs, maps, books, interviews, internet) (WAHASS28)</p> <p>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 (WAHASS37)</p> <p>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (eg treatment of convicts, daily lives, social order) (ACHASSK085)</p> <p>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) (ACHASSK086)</p> <p>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 (ACHASSK084)</p>	<p>Data can be represented in different ways (ACTDIK008)</p> <p>Collect and present different types of data for a specific purpose using software (ACTDIP009)</p> <p>Digital systems and peripheral devices are used for different purposes and can store and transmit different types of data (ACTDIK007)</p>	<p>FHC Parent Child Workshop – 18th May First Holy Communion – 13th June – 9:30am First Holy Communion – 19th June – 6pm First Holy Communion – 20th June – 9:30am First Holy Communion – 27th June – 9:30am</p>



Statement of Intent – Year 4 – Term 2 – 2021

Health	Music	Sport	STEM
<p>Being healthy, safe and active</p> <ul style="list-style-type: none"> • Use of persistence and resilience as tools to respond positively to challenges and failures (ACPPS033) • Strategies that help individuals to manage the impact of physical, social and emotional changes (ACPPS034) • Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations (ACPPS035) 	<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 tempo when performing with others))ACAMUM086) <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>Moving our body-</p> <p>Fundamental movement skills: kick, catch, underarm throw, overarm throw, bounce, forehand strike, handball (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>Movement skills and tactics to achieve an outcome: creating scoring opportunities, problem solving to achieve an outcome. (ACPMP045)</p> <p>Understanding movement</p> <p>Benefits of regular physical activity and physical fitness to health and wellbeing: improved sleep, social contact (ACPMP0446)</p> <p>Movement skills that combine the elements of effort, space, time, objects and people. (ACPMP047)</p>	<p>Chemical Science</p> <p>Natural and processed materials have a range of physical properties that can influence their use (ACSSU074)</p> <p>Science as a human endeavour</p> <p>Science involves making predictions and describing patterns and relationships (ACSHE061)</p> <p>Science inquiry</p> <p>With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge (AC SIS064)</p> <p>With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment (AC SIS065)</p>