



Statement of Intent – Year 4 – Term 3 – 2021

Religious Education	Mathematics	English
<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>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>Penance</p> <ul style="list-style-type: none"> • People try to live in right relationships • Jesus teaches how to live in loving relationships • People experience hope and healing through the Sacrament of Penance • Catholics experience God’s love, forgiveness and healing in the Mass • The Sacrament of Penance restores people to right relationships 	<p>Number & Algebra</p> <ul style="list-style-type: none"> • Recall multiplication facts up to the ten times tables. • Complete division strategies where there is no remainder (written and pictorial). • Describe number patterns resulting from multiplication. • Explain how they solved a number problem. • Recognise and create equivalent fractions. • Demonstrate a written strategy for solving a multiplication problem where there is no remainder. • Demonstrate a written strategy for solving a division problem where there is no remainder. • Locate key words for solving worded multiplication problems. • Locate key words for solving worded division problems. • Recognise Equivalent Fractions. • Solve written problems involving equivalent fractions. • Create a picture illustrating equivalent fractions. • Develop their understanding of multiplication and division through games. • Visualise equivalent fractions in real-life context. • Solve written problems involving equivalent fractions. • Describe number patterns resulting from multiplication and division. • Count by quarters, halves and thirds, including with 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 <p>Measurement & Geometry</p> <ul style="list-style-type: none"> • Explain how to find the area of a shape. • Recognise the difference between Area and Perimeter. • Create shapes and calculate their areas. • Calculate the area of a rectangle. • Calculate the area of a triangle. • Calculate the area of irregular shapes, such as compound shapes. • Create irregular shapes and calculate the area of each of them. • Compare and describe two-dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies. • Use simple scales, legends and directions to interpret information contained in basic maps. <p>Statistics & Probability</p> <ul style="list-style-type: none"> • Describe possible everyday events and order their chances of occurring. • Identify everyday events where one cannot happen if the other happens. • Identify events where the chance of one will not be affected by the occurrence of the other 	<p>Writing</p> <ul style="list-style-type: none"> • Write a Cinquain Poem using the correct structure. • Identify text structures and language features of a Rhyming Poem, Acrostic Poem and Cinquain Poem. • Write a Rhyming Poem. • Identify the text structure and language features of a Kenning Poem. • Write a Kenning Poem. • Identify the text structure and language features of a Nonsense Poem. • Write a Nonsense Poem. • Plan, draft and publish 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. • Write using clearly formed joined letters and develop increased fluency and automaticity. • 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"> • Identify Morphemic Word Families. • Explore word origins. o Extend Vocabulary. • Identify letter patterns to spell more complex words. • Read and write high frequency words. • Use phonic knowledge to read and write multisyllabic words. <p>Reading & Viewing</p> <ul style="list-style-type: none"> • Distinguish between Fact and Opinion. • Complete literal, inferential and evaluative comprehension questions correctly. • Complete comprehension questions relating to online texts. • Make connections between texts. • Decode difficult words when reading. • Critically analyse texts. • Read fluently.



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Japanese	Humanities & Social Sciences	Technologies	Immersion, Excursions and Events
<p>Objectives:</p> <p>1. Students will communicate by learning the vocabulary for animals ねこ こねこ いぬ うさぎ くま キリン ねずみ, colours あか, あお, きいろ, くろ, しろ, ちやいろ, みどり and some adjectives 大きい 小さい かわいい</p> <p>2. Students will be able to use and understand learnt vocabulary and to say what they like, dislike and be able to ask does someone likes something and answer</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Colours あか、あお、きいろ、くろ、しろ、ちやいろ、みどり • Animals ねこ、こねこ、いぬ、うさぎ、キリン、くま、ねずみ、うま、とり、さかな • Adjectives おおきい、ちいさい、かわいい、こわい • はい、いいえ <p>Grammar:</p> <p>Telling colours o これは colourです。</p> <p>Describing someone's physical appearance o Animalは adjectivesです。</p> <p>Describing someone's personality o Animalは adjectivesです。</p> <p>To like something o Somethingが すき です。 o Somethingが すき ですか。 o はい、すき です。 o いいえ、すき じゃない です。</p>	<ul style="list-style-type: none"> • Identify the Purpose of Government. • List the Services provided by our Local Government. • Begin to recognise that Local Government Services make up one component of the Australian Government, alongside State Government and Federal Government. • The differences between 'rules' and 'laws' • The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society's values) • People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity 	<ul style="list-style-type: none"> o Design a Car of the Future and explain design features. o Describe the use of technology in a chosen occupation. o Deliver a keynote presentation on the use of technology in a chosen occupation. o Research a product for consumer use. o Write a procedure for product testing. o Record data from product testing. o Use data from product testing to create a Column Graph. o Digital systems and peripheral devices are used for different purposes and can store and transmit different types of data 	<p>30th July – 4 Blue Assembly</p> <p>13th August – Year 4 Mass</p> <p>23rd August – No school (Catholic Day)</p> <p>10th September – Athletics Carnival</p> <p>16th September – Year 4 Sleepover</p>



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Health	Visual Art	Sport	STEM
<p>Being healthy, safe and active</p> <p>Strategies to ensure safety and wellbeing at home and at school, such as</p> <ul style="list-style-type: none"> ○ following school rules ○ identifying and choosing healthier foods for themselves ○ identifying how regular physical activity promotes health <p>(ACPPSO36 : ACPPSO40)</p>	<p>Use of visual art elements and selection of materials, media and/or technologies to create specific artwork.</p> <p>Development of artistic processes and techniques to explore visual conventions through:</p> <ul style="list-style-type: none"> • colour (monochromatic – all the colours of a single hue; colours of varying intensity) • line (shows an edge line to indicate emotion; lines of various weights). <p>Presentation and display of artwork with consideration of visual appeal/aesthetics.</p>	<p>Moving our body-</p> <ul style="list-style-type: none"> ○ Fundamental movement skills: catch, underarm throw, overarm throw, (ACPMP043) ○ Combination of locomotor and object control skills in minor games (ACPMP043) (ACPMP044) ○ Locomotor skills: run, jump, dodge. (ACPMP043) ○ Ways to maintain a balanced position when connecting movements. (ACPMP045) <p>Understanding movement</p> <ul style="list-style-type: none"> ○ Movement skills that combine the elements of effort, space, time, objects and people. (ACPMP047) <p>Learning through movement-</p> <ul style="list-style-type: none"> ○ Cooperation skills and practices to ensure everyone is included in all physical activities. (ACPMP048) ○ Basic rules and scoring systems to keep physical activities safe and fair. (ACPMP050) 	<p>Living things have life cycles (ACSSU072)</p> <p>Living things depend on each other and the environment to survive (ACSSU073)</p> <p>Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)</p> <p>Science involves making predictions and describing patterns and relationships (ACSHE061)</p>