



Statement of Intent – Year 4 – Term 4 – 2021

Religious Education	Mathematics	English
<p>Baptism</p> <ul style="list-style-type: none"> • People belong and participate in communities. • People participate in the Church through the Sacraments. • The Church celebrates the Rite of Baptism. • Water is an important element in the Rite of Baptism. • The baptised person receives the gifts of faith, hope and charity. <p>Advent / Christmas</p> <ul style="list-style-type: none"> • People experience seasons. • The Church celebrates liturgical seasons. • Liturgical seasons are symbolised by different colours. • Advent is a season of renewal. 	<p>Number & Algebra</p> <ul style="list-style-type: none"> • Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079) • Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080) • Find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences involving addition and subtraction. (ACMNA083) <p>Measurement & Geometry</p> <ul style="list-style-type: none"> • Compare the areas of regular and irregular shapes by informal means (ACMMG087) • Compare angles and classify them as equal to, greater than or less than a right angle (ACMMG089) • Use simple scales, legends, and directions to interpret information contained in basic maps (ACMMG090) <p>Statistics & Probability</p> <ul style="list-style-type: none"> • 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) • Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097) 	<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"> • Bias and prejudice reading comprehension strategy. • Figurative language reading comprehension strategy. • 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) • 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) • Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491) • Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct speech (ACELA1492)



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Japanese	Humanities & Social Sciences	Sport	Immersion, Excursions and Events
<p>Objectives:</p> <p>1. Students will communicate using 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 learning some adjectives 大きい 小さい かわいい</p> <p>2. Students will use already learnt colours vocabulary and contrasting adjectives for describing animals</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> 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</p> <ul style="list-style-type: none"> これは colourです。 <p>Describing someone's physical appearance</p> <ul style="list-style-type: none"> Animalは adjectivesです。 <p>Describing someone's personality</p> <ul style="list-style-type: none"> Animalは adjectivesです 	<ul style="list-style-type: none"> The main characteristics (e.g. climate, natural vegetation, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia. The importance of environments to animals and people, and different views on how they can be protected. 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 colonization The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably 	<p>Moving our body</p> <ul style="list-style-type: none"> Fundamental movement skills: kick, catch, underarm throw, overarm throw, bounce, forehand strike, handball (AFL). (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) Movement skills and tactics to achieve an outcome: creating scoring opportunities, problem solving to achieve an outcome. (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) Transfer of skills and knowledge to solve movement challenges (ACPMP049) Basic rules and scoring systems to keep physical activities safe and fair.(ACPMP050) 	<p>14th October – Incurion</p> <p>5th November – 4W Assembly @ 8:45am</p> <p>23rd November – E.R.P Expo @ 2:30pm</p> <p>7th December – 2022 Transition Session</p> <p>9th December – Water Fun Day</p>
Health	Visual Art	Design & Technologies	STEM
<p>Being healthy, safe and active</p> <p>Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)</p> <ul style="list-style-type: none"> proposing changes they can make to their daily routines to reduce sedentary behaviour and increase physical activity levels <p>Contributing to Healthy and Active Communities</p> <ul style="list-style-type: none"> examining how participating in outdoor games and activities promotes a connection between the community, natural and built environments and health and wellbeing (ACPPS041) 	<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) space (geometric, organic; diminishing perspective) value (mixing of shades) to create artwork. 	<ul style="list-style-type: none"> Ways products, services and environments are designed to meet community needs, including consideration of sustainability (ACTDEK010) Forces, and the properties of materials, affect the behaviour of a product or system (ACTDEK011) Types of technologies used in food and fibre production or processing, including how they are used to help meet consumer needs (ACTDEK012) Suitability and safe practice when using materials, systems and components for a range of purposes (ACTDEK013) 	<ul style="list-style-type: none"> Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)



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