



Statement of Intent – Year 4 – Term 4 2024

Learning Outcomes (WA Curriculum)	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</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 and Algebra</p> <ul style="list-style-type: none"> • Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080) <p>Measurement and Geometry</p> <ul style="list-style-type: none"> • Use scaled instruments to measure and compare lengths, masses, capacities and temperatures (ACMMG084) • Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090) • Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091) <p>Statistics & Probability</p> <ul style="list-style-type: none"> • Describe possible everyday events and order their chances of occurring (ACMSP092) • Identify everyday events where one cannot happen if the other happens (ACMSP093) 	<p>Reading</p> <ul style="list-style-type: none"> • Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602) • Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) <p>Writing</p> <ul style="list-style-type: none"> • Create literary texts by developing storylines, characters and settings (ACELT1794) • Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495) • 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) • Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695) 		
	Health	Humanities & Social Sciences	STEM - Tech	Immersion, Excursions and Events	
	<p>Keeping Safe Curriculum</p> <p>Focus Area 4: Protective Strategies</p> <ol style="list-style-type: none"> 1. Strategies for keeping safe <ol style="list-style-type: none"> 1.1 Assertive responses 1.4 'What if...?' problem solving 1.5 POOCH problem solving 1.6 Practising problem solving 2. Network review and community support <ol style="list-style-type: none"> 2.1 Network review 2.2 Persistence <p>Health Curriculum</p> <ul style="list-style-type: none"> • Ways in which health information and messages can influence health decisions and behaviours (ACPPS039) 	<p>History</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>HASS Skills/Library</p> <p>Analysing</p> <p>Interpret information and/or data collected e.g. sequence events in chronological order, make connections between old and new information (WAHASS32)</p> <p>Translate collected information and/or data into different formats e.g. create a timeline or table (WAHASS34)</p> <p>Communicating and Reflecting</p> <p>Present findings in a range of communication forms (e.g. written, oral, visual, graphic) appropriate to audience and purpose (WAHASS37)</p>	<p>DESIGN TECHNOLOGIES</p> <p>-Types of technologies used in food and fibre production or processing, including how they are used to help meet consumer needs.</p> <p>-Suitability and safe practice when using materials, systems and components for a range of purposes.</p>	<p>11th Oct – Constable Care incursion 14th Oct – Lego incursion 18th Oct – Reginal Spelling Bee 26th Oct – Community Mass 29th Oct – Interschool Athletics Carnival 31st Oct – P&F Fun Run 1st Nov – All Saints Day Mass 11th Nov – Remembrance Day 27th Nov – Edu Dance Concert & Award night 3rd Dec – Transition Day 9am – 10am 5th Dec – Hoyts Movie Excursion Day 6th Dec – Graduation Mass & End of Term</p>	



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	Japanese	Art	Sport	STEM- Science
	<p>Communicating Locate and process information from familiar types of written, spoken, digital and multimodal text, related to their personal and social worlds (ACLJAC130)</p> <p>Understanding Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English (ACLJAU140)</p>	<p>Making</p> <ul style="list-style-type: none"> Use of <u>visual art elements</u> and selection of materials, media and/or technologies to create specific <u>artwork</u> (ACAVAM111) Exploration of <u>artwork</u> from varying times and cultures that represent different styles, such as realistic, <u>narrative</u> and abstract (ACAVAM110) <p>Responding Responses to their own and others' <u>artwork</u>, reflecting on meaning using visual <u>art terminology</u> (ACAVAR113)</p>	<p>Moving our body</p> <ul style="list-style-type: none"> -Forehand strike (APMP043) -Combination of locomotor and object control skills in minor games (ACPMP043) -Ways to maintain a balanced position when connecting movements (ACPMP045) -Problem solving to achieve an outcome (ACPMP045) <p>Understanding movement</p> <ul style="list-style-type: none"> -Benefits of regular physical activity and physical fitness to health and wellbeing such as improved sleep and social contact (ACPMP046) 	<p>Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)</p> <p>Science involves making predictions and describing patterns and relationships (ACSHE061)</p> <p>Science knowledge helps people to understand the effect of their actions (ACSHE062)</p> <p>With guidance, identify questions in <u>familiar</u> 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> <p>Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS071)</p>