



Statement of Intent – Year 4 – Term 2 – 2022

Religious Education	Mathematics	English	English
<p><u>Eucharist</u></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><u>Church</u></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><u>Number and place value</u></p> <p>Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder.</p> <p><u>Location and Transformation</u></p> <p>Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)</p> <p><u>Measurement and Geometry</u></p> <p>Use scaled instruments to measure and compare lengths, masses, capacities and temperatures</p> <p><u>Data Representation and interpretation</u></p> <p>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>Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)</p>	<p><u>Writing</u></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><u>Spelling</u></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><u>Reading & Viewing</u></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 meta language 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.



Statement of Intent – Year 4 – Term 2 – 2022

Humanities & Social Sciences		Design and Technologies	Immersion, Excursions and Events
<p><u>Geography</u></p> <p>The Earth's environment sustains all life. 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.</p> <p>The importance of environments to animals and people, and different views on how they can be protected.</p> <p>Aboriginal and Torres Strait Islander Peoples' ways of living we readapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation</p> <p>The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably</p>		<p><u>Technologies</u></p> <ul style="list-style-type: none"> • Role of people in design and technologies occupations • Ways products, services and environments are designed to meet community needs, including consideration of sustainability 	<p>12th May – Parish Mass</p> <p>24th & 25th May – FHC Parent Child Workshop</p> <p>3rd June – Cross Country Carnival</p> <p>6th June – Public Holiday</p> <p>9th June – Parish Mass</p> <p>12th June – First Holy Communion 19th June – First Holy Communion 25th June – First Holy Communion 26th June – First Holy Communion</p>
Health	Japanese	Sport	STEM
<p><u>Being healthy, safe and active</u></p> <ul style="list-style-type: none"> - Use of persistence and resilience as tools to respond positively to challenges and failures such as: using self talk, seeking help and thinking optimistically (ACCP033) - Strategies that help individuals to manage the impact of physical, social and emotional changes such as: positive self talk, assertiveness, seeking help and sharing responsibilities (ACPPS034) - Personal behaviors and strategies to remain safe in uncomfortable or unsafe situations, such as being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go to for help in the community (ACPPS035) 	<ul style="list-style-type: none"> ○ Students will learn vocabulary for family members and communicate by learning the vocabulary for adjectives 大きい 小さい かわいい こわい ○ Students will be able to understand and communicate vocabulary for family members, adjectives and use grammar structure to describe something ○ Cultural learning such as events and festivals-Kodomonohi responding to such festivals in different form of arts(origami) 	<p>Fundamental movement skills: (ACPMP043) kick, catch, underarm throw, overarm throw, forehand strike</p> <p>Combination of locomotor and object control skills in minor games (ACPMP043; ACPMP044)</p> <p>Locomotor skills: (ACPMP043) run</p> <p>Movement skills and tactics to achieve an outcome: (ACPMP045) creating scoring opportunities, problem solving to achieve an outcome</p> <p>Benefits of regular physical activity and physical fitness to health and wellbeing: (ACPMP046)</p> <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>	<p>Physical Science</p> <p>Science Understanding</p> <p>Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)</p> <p>Science Inquiry Skills</p> <p>Reflect on investigations, including whether a test was fair or not (AC SIS069)</p> <p>Represent and communicate observations, ideas and findings using formal and informal representations (AC SIS071)</p>