



Statement of Intent – Year 4 – Term 3 – 2022

Religious Education	Mathematics	English	English
<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>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>Number and Algebra <i>Fractions and decimals:</i> Investigate equivalent fractions used in contexts</p> <p>Count by quarters, halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line</p> <p>Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation</p> <p>Measurement and Geometry <i>Using units of measurement:</i> Convert between units of time Use 'am' and 'pm' notation and solve simple time problems</p> <p>Statistics and Probability <i>Chance:</i> Describe possible everyday events and order their chances of occurring</p> <p>Identify everyday events where one cannot happen if the other happens</p> <p>Identify events where the chance of one will not be affected by the occurrence of the other</p>	<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"> • 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.



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Humanities & Social Sciences	Japanese	Music/Visual Arts	Immersion, Excursions and Events
<p>History</p> <p>The journey(s) of at least one world navigator, explorer or trader up to the late eighteenth century (e.g. Christopher Columbus, Vasco de Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on one society</p>	<p>Students will communicate by learning the vocabulary for adjectives 大きい 小さい かわいい and using their prior knowledge of 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 ,body parts.</p> <p>Students will be able to understand and communicate adjectives for describing animals. Students will be able to understand and communicate learnt vocabulary-adjectives.</p> <p>Type of assessment Summative- they demonstrate their skills in comprehending spoken text by identifying which animal is being described and selecting the appropriate images to describe it.</p>	<ul style="list-style-type: none"> ○ · Embossed abstract foil board inspirations ○ · Acrylic fish sculptures ○ MAKING ○ Ideas ○ Exploration of <u>artwork</u> from varying times and cultures that represent different styles, such as realistic, <u>narrative</u> and abstract (<u>ACAVAM110</u>) ○ Use of <u>visual art elements</u> and selection of materials, media and/or technologies to create specific <u>artwork</u> (<u>ACAVAM111</u>) ○ Skills ○ Development of artistic processes and techniques to explore <u>visual conventions</u> through: <ul style="list-style-type: none"> ○ · shape (open, closed; abstract; geometric, view from top, side, bottom; positive, negative) ○ · texture (piercing, pinching, pressing, embossing, scoring) ○ to create <u>artwork</u> (<u>ACAVAM111</u>) ○ Use of techniques, art processes and exploration of art forms such as mono-printing, sculpture or ceramics (<u>ACAVAM111</u>) ○ Production ○ Presentation and display of <u>artwork</u> with consideration of visual appeal/aesthetics (<u>ACAVAM112</u>) ○ RESPONDING ○ Responses to their own and others' <u>artwork</u>, reflecting on meaning using <u>visual art terminology</u> (<u>ACAVAR113</u>) 	<p>27th July – St Benedict's Feast Day & Talent Show</p> <p>13th August – Family Mass</p> <p>8th August – Year 4 Mass</p> <p>5th September – Ball games carnival</p> <p>9th September – Athletics carnival</p> <p>22nd September – Year 4 Sleepover</p>
Health	Design and Technologies	Sport	Science
<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>Design & Technologies Knowledge and Understanding</p> <p>Food and Fibre:</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>Digital Technologies Processes and Production Skills</p> <p>Digital Implementation:</p> <p>Use simple visual programming environments that include a sequence of steps (algorithm) involving decisions made by the user (branching)</p>	<p>Fundamental movement skills: kick, catch, underarm throw, overarm throw, bounce, forehand strike (ACPMP043)</p> <p>Locomotor skills: run, jump, dodge (ACPMP043)</p> <p>Combination of locomotor and object control skills in minor games (ACPMP043; ACPMP044)</p> <p>Ways to maintain a balanced position when connecting movements (ACPMP045)</p> <p>Movement skills that combine the elements of effort, space, time, objects and people (ACPMP047)</p> <p>Cooperation skills and practices to ensure everyone is included in all physical activities (ACPMP048)</p>	<p>Chemical Science</p> <p><i>Science Understandings</i></p> <p>Natural and processed materials have a range of physical properties that can influence their use.</p> <p><i>Science as a Human Endeavour</i></p> <p>Science involves making predictions and describing patterns and relationships.</p>



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