Statement of Intent – Year 4 – Term 2 2024

	Religious Education	Mathematics	English
Learning Outcomes (WA Curriculum)	**Eucharist** • 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. **Prayer** • 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	**Number and Algebra** • Recall multiplication facts up to 10x10 and related division facts • Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076) • Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082) • Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074) • Explore and describe number patterns resulting from performing multiplication (ACMNA081) **Measurement** • Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies (ACMMG088) • Convert between units of time (ACMMG085) • Use 'am' and 'pm' notation and solve simple time problems (ACMMG086) • Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091) **Data** • Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095) • 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)	**Reading** • 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 (ACELY168) • 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) • 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 (ACELT1605) • Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604) **Spelling** • Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1468) • 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 (ACELA1779) • Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connective (ACELA1491) **Writing** • 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.

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Health	Humanities & Social Sciences	Music	Immersion, Excursions and Events
Focus Area 2: Relationships **Topic 1:** Rights and responsibilities 1.2United Nations Convention on the Rights of the Child **Topic 2**: Identity and relationships 2.2Gender stereotypes 2.3Unsafe behaviour 2.4Relationships circle **Topic 3:** Power in relationships 3.1Exploring a definition of power 3.2Power scenarios 3.3Tricks and bribes 3.4 Pressure **Topic 4:** Trust and networks 4.2Developing a trusted network 4.3Network letters **HEALTH CURRICULUM** • The positive influence of respect, <u>empathy</u> and the valuing of differences in relationships (<u>ACPPS037</u>) • Strategies to cope with adverse situations and the demands of others (<u>ACPPS038</u>)	**Geography** • The main characteristics (e.g. <u>climate</u>, <u>natural vegetation</u>, landforms, native animals) of the continents of Africa and Europe, and the location of their major countries in relation to Australia (<u>ACHASSK087</u>) • The importance of environments to animals and people, and different views on how they can be protected (<u>ACHASSK088</u>) • Aboriginal and Torres Strait Islander Peoples' ways of living were adapted to available resources and their connection to <u>Country/Place</u> has influenced their views on the <u>sustainable</u> use of these resources, before and after colonisation (<u>ACHASSK089</u>) • The natural resources (e.g. water, timber, minerals) provided by the environment and different views on how they can be used sustainably (<u>ACHASSK090</u>) <u>**LIBRARY/HASS SKILLS**</u> **Questioning and researching** • Develop a range of focus questions to investigate (WAHASS7) • Record selected information and/or data e.g. use graphic organisers, develop note-taking strategies (WAHASS29) **Analysing** • Develop criteria for selecting relevant information e.g. accuracy, reliability, usefulness (WAHASS31)	**Ideas** Improvisation with the elements of music to create a simple composition. (ACAMUM085) **Skills** Development and consolidation of aural and theory skills. (ACAMUM084) **Performance** Development of performance skills (singing in tune, moving and playing classroom instruments with correct timing and technique, incorporating some dynamics; maintaining own part at correct pitch and tempo when performing with others (ACAMUM086) **Responding** Responses to, and respect for, the music of others as performers and audience members (ACAMUR087)	27th and 28th April FHC commissioning mass 23rd April Performing Arts - Corpus Christi College Production excursion. 14Th May FHC Parent Theology night 16th May - Parish Mass 24th May - Cross Country Carnival 6th June - Parish Mass 2nd 8th and 9th of June - First Holy Communion 24th June -NAIDOC week
Japanese	**STEM - Tech**	**Sport**	**STEM- Science**
Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions. Understand words and expressions indicating direction and means of transportation.	DESIGN TECHNOLOGIES - Role of people in design and technologies occupations. - Ways products, services and environments are designed to meet community needs, including consideration of sustainability. - Forces, and the properties of materials, affect the behaviour of a product or system.	**Moving our body** -Fundamental movement skills: kick, catch (ACPMP043) -Combination of locomotor and object control skills in minor games (ACPMP043, 044) **Learning through movement** -Cooperation skills to ensure everyone is included in all physical activities (ACPMP048) -Basic rules in a variety of physical activities and ways in which they keep activities safe and fair (ACPMP050)	Science Understanding Forces can be exerted by one object on another through direct contact or from a distance. Science as Human Endevour Science knowledge helps people to understand the effect of their actions. Science Inquiry Skills Represent and communicate observations, ideas and findings using formal and informal representations.