



Statement of Intent – Year 4 – Term 3 2024

Learning Outcomes (WA Curriculum)	Religious Education	Mathematics	English
	<p><u>Confirmation</u></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><u>Penance</u></p> <ul style="list-style-type: none"> • People try to live in right relationships. • Jesus teaches how to live in loving relationships. • People experience hope and healing through the Sacrament of Penance. • Catholics experience God's love, forgiveness and healing in the Mass. • The Sacrament of Penance restores people to right relationships. 	<p><u>Number and Algebra</u></p> <ul style="list-style-type: none"> • Investigate equivalent fractions used in contexts (ACMNA077) • Count by quarters, halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078) • Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079) <p><u>Measurement and Geometry</u></p> <ul style="list-style-type: none"> • Convert between units of time (ACMMG085) • Use 'am' and 'pm' notation and solve simple time problems (ACMMG086) • Compare objects using familiar metric units of area and volume (ACMMG290) • Use scaled instruments to measure and compare lengths, masses, capacities and temperatures (ACMMG084) <p><u>Statistics & Probability</u></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><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 (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) <p><u>Reading</u></p> <ul style="list-style-type: none"> • 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 <u>phonic</u> 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 <u>metalinguage</u> to describe the effects of ideas, <u>text</u> structures and <u>language features</u> of literary texts (ACELT1604) <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.



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Health	Humanities & Social Sciences	Physical Education	Immersion, Excursions and Events
<p><u>KEEPING SAFE CURRICULUM - Focus Area</u></p> <p><u>3: Recognising and reporting abuse</u></p> <p>Topic 1: Privacy and the body</p> <p>1.1 Parts of the body</p> <p>1.2 Exploring the meaning of private</p> <p>1.3 Our bodies are private</p> <p>1.4 Touching</p> <p>Topic 2: Recognising abuse</p> <p>2.2 Definition of abuse</p> <p>2.3 Physical abuse</p> <p>2.4 Emotional abuse</p> <p>2.5 Neglect</p> <p>2.9 Recognising safe and unsafe secrets</p> <p>Topic 3: Cyber Safety</p> <p>3.1 Media classifications</p> <p><u>Health Curriculum</u></p> <ul style="list-style-type: none"> - Strategies that help individuals to manage the impact of physical, social and emotional changes (ACPPS034) - Strategies to identify and manage emotions before reacting (ACPPS038) 	<p><u>History</u></p> <ul style="list-style-type: none"> • The journey(s) of at least one world navigator, explorer or trader up to the late 18th century (e.g. Christopher Columbus, Vasco da Gama, Ferdinand Magellan), including their contacts and exchanges with societies in Africa, the Americas, Asia and Oceania, and the impact on one society (ACHASSK084) • Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival (e.g. treatment of convicts, daily lives, social order) <p><u>HASS Skills/Library</u></p> <p>Questioning and researching</p> <ul style="list-style-type: none"> • Locate and collect information from a variety of sources e.g. photographs, maps, books, interviews, internet (WAHASS28) • Develop criteria for selecting relevant information e.g. accuracy, reliability, usefulness (WAHASS31) • Translate collected information and/or data into different formats e.g. create a timeline or table (WAHASS34) 	<p><u>Moving our body</u></p> <ul style="list-style-type: none"> • Fundamental movement skills AND combination of locomotor and object control skills in minor games (ACPMP043) • Movement skills and tactics to achieve an outcome: creating scoring opportunities and problem solving to achieve an outcome (ACPMP045) <p><u>Understanding movement</u></p> <ul style="list-style-type: none"> • Movement skills that combine the elements of effort, space, time, objects and people (ACPMP047) <p><u>Learning through movement</u></p> <ul style="list-style-type: none"> • Cooperation skills to ensure everyone is included in all physical activities (ACPMP048) • Transfer of skills and knowledge to solve movement challenges (ACPMP049) • Basic rules in a variety of physical activities and ways in which they keep activities safe and fair (ACPMP050) 	<p>18th July – Year 4 EXPO</p> <p>19th July – St Benedicts Feast Day, Talent Show</p> <p>26th July – Year 4 Blue Assembly</p> <p>8th August – Mary Mackillop Feast Day</p> <p>9th August – Year 4 White Assembly</p> <p>16th August – Pupil Free Day (PD)</p> <p>19th August – Pupil Free Day (Catholic Day)</p> <p>20th August – Book Parade</p> <p>23rd August – Athletics Carnival</p> <p>6th September – Athletics Team Games</p>
<p>Japanese</p>	<p>Art</p>	<p>STEM - Science</p>	<p>STEM- Tech</p>
<p><u>Communicating</u></p> <p>Students will learn how to recount past activities using the past tense form of verbs (ACLJAC127)</p> <p><u>Understanding</u></p> <p>Students will understand that Japanese borrows from and influences other languages (ACLJAU143)</p>	<p><u>Making</u></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><u>Skills</u></p> <ul style="list-style-type: none"> • Development of artistic processes and techniques to explore <u>visual conventions</u>: • Shape (open, closed; abstract; geometric, view from top, side, bottom; positive, negative) • Colour (monochromatic – all the colours of a single hue; colours of varying intensity) • Line (shows an edge line to indicate emotion; lines of various weights) • Space (diminishing perspective) • Texture (piercing, pinching, pressing, embossing, scoring) • Value (mixing of shades) <p>to create <u>artwork</u> (ACAVAM111)</p> <p><u>Responding</u></p> <p>Responses to their own and others' <u>artwork</u>, reflecting on meaning using <u>visual art terminology</u> (ACAVAR113)</p>	<p>Chemistry</p> <ul style="list-style-type: none"> - Natural and <u>processed materials</u> have a range of physical properties that can influence their use. <p>Science as Human Endeavour</p> <ul style="list-style-type: none"> - Science knowledge helps people to understand the effect of their actions. <p>Science Enquiry Skills</p> <ul style="list-style-type: none"> - With guidance, identify questions in <u>familiar</u> contexts that can be investigated scientifically and make predictions based on prior knowledge. - With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment. - Compare results with predictions, suggesting possible reasons for findings. - Reflect on investigations, including whether a test was fair or not. 	<p><u>DIGITAL TECHNOLOGIES</u></p> <ul style="list-style-type: none"> - Data can be represented in different ways - Collect and present different types of data for a specific purpose using software - Use simple visual programming environments that include a sequence of steps (algorithm)involving decisions made by the user (branching)



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