



YEAR 4 TERM 4 CURRICULUM NEWSLETTER

Welcome to Term 4

Dear Families,

Welcome to Term 4! We are so proud of how much the students have achieved this year and look forward to celebrating their growth together in this final term.

We have another busy term coming up with our School Production 'The Wizard of Oz' in Week 4, and swimming lessons beginning in Week 1.

Thank you for your ongoing support. Please check Seesaw for class updates and learning celebrations, and Operoo for whole school messages and permission notes.

Here's to a wonderful Term 4!

Stay in touch

Year 4C- Miss Elise Casamento

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Year 4S - Miss Jessica Mahoney

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Upcoming Events

October

- 29th & 30th Wizard of Oz Performance 1pm & 7pm
- 31st School Closure Day (No School)

November

- 3rd School Closure Day (No School)
- 4th Melbourne Cup Public Holiday (No School)
- 13th School Council Meeting 6pm
- 30th First Sunday of Advent

December

- 2nd School Closure Day (No School)
- 4th Step Up Day
- 10th Optional Learning Conversations
- 15th End of Year Mass 9:15am
- 16th Last Day - Students finish 1pm

Reminder

Please remember that all students should be reading every night for at least 20 minutes.

Timetable

	4C	4S
VISUAL ARTS	WEDNESDAY	N/A
MUSIC	TUESDAY	TUESDAY
S.T.E.M	N/A	WEDNESDAY
P.E.	TUESDAY	TUESDAY
ITALIAN	FRIDAY	MONDAY
BOOK BORROWING	MONDAY	MONDAY

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Faith Life

FAITH LIFE QUESTION: What does it mean to live in a peaceful and just world?

UNDERSTANDINGS:

- We try to live out peace and justice each day through our words, actions, and decisions.
- We can explain how the season of Advent reminds us to look beyond ourselves and care for others.
- We can reflect on the teachings of Jesus and how our actions should reflect this.

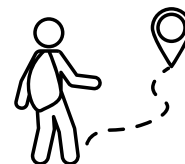


Inquiry - Design and Technologies

COMPELLING QUESTION: How do designers communicate to an audience?

UNDERSTANDINGS:

- Performances are result of collaboration.
- A designer makes choices to effectively communicate to an audience.
- Designers need to plan, design, reflect, improve and share.
- A performance is made up of different elements e.g. costumes, set, sound and story.



Social and Emotional Learning

The students in Year 4 will explore the question: How can I be respectful in relationships?

- Recognise personal strengths and challenges and identify skills they would like to develop.
- Discuss the value of diverse perspectives, and through their interactions they demonstrate respect for a diverse range of people and groups.
- Describe factors that contribute to positive relationships with peers, other people at school and in the community.
- Persist with tasks when faced with challenges and adapt their approach when first attempts are not successful.
- Suggest strategies for coping with difficult situations.



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English



READING AND VIEWING

The students will:

- read and respond to the text, 'The Gruffalo' by summarising the beginning, middle and end
- visualising the main character in the text
- view persuasive speeches and identify what makes an effective speaker
- identify the structure and features of a speech
- plan, draft and publish a leadership speech
- practice reading fluency (focussing on accuracy, reading rate, expression and punctuation).

WRITING

The students will:

- plan, draft and publish a narrative
- use figurative language, dialogue in their narrative
- plan, draft and publish a leadership speech
- reread and edit texts using CUPS (Capital letters, Understanding, Punctuation & Spelling)
- practise writing letters using joined handwriting, focussing on speed loops, touch joins, and joining to ascenders.

GRAMMAR

The students in Year 4 will:

- upgrade nouns in an argument, for example "They believe..." to "The scientist believe..."
- practise using a variety of verbs to improve their argument, for example "They can stop this by..." to "They must stop this now!"

SPEAKING and LISTENING

The students will:

- share ideas and their thinking with their peers during class discussions
- deliver a persuasive speech to an audience
- create prompts and visuals to support their speech
- listen to a speech and give feedback to the speaker.

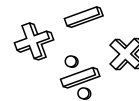
Years 4 Spelling Mastery

(Three x 30 min sessions per week)

The students will be in differentiated spelling groups which will focus on:

- phonics - sounds that the letters make
- morphology - prefixes, suffixes and base words
- spelling rules of words with irregular spelling.

Mathematics



NUMBER

The students will:

- name and represent decimals up to the hundredths
- count large amounts of money and write the total using dollars and cents
- use strategies to solve multiplication problems, including worded problems.

STATISTICS

The students will:

- create and interpret pictographs
- create a survey to answer a questions for a class response
- record the data responses using a spreadsheet
- graph the data using a column graph
- interpret and report findings of the survey.

SPACE

The students will:

- describe the similarities and differences between 2D shapes and 3D objects
- sort and compare 3D shapes
- draw and make 3D shapes using nets

Learning At Home

- Students are expected to read for at least 20 minutes a night, and are to complete a reading log where they are to write how many how many pages they read and for how long. It is expected that you sign it each night, and students return it to the teacher to check each Monday morning.

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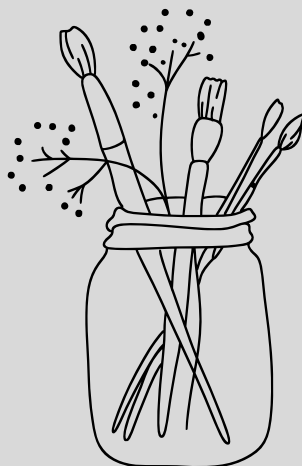
Melbourne Archdiocese
Catholic Schools



Visual Arts Jo Butler

The students will:

- use textiles to create costume elements for the school production
- explore the art element of value
- use various colour tools to practise value creating a gradient of light to dark
- identify high and low contrast in digital photography
- create digital art works
- participate in craft making using a variety of textiles.



S.T.E.M Kim Nguyen

The students will:

- identify and explain the different elements of a Scratch project (sprites, backdrops, code blocks)
- experiment with coding concepts on the Scratch Platform, such as using variables to store data, to create an interactive project
- explore how digital systems can be used differently depending on the task, for example an iPad can be used to take photos, record audio and find information to create a presentation.



Physical Education Ian Miller

The students will:

- engage in activities and games where they continue to develop their understanding of structures of teams and the roles within those teams
- engage in independent, cooperative and collaborative play with a range of equipment, through games with varying levels of complexity
- participate in modified sport specific games where they are beginning to develop their awareness of defensive and offensive tactics



Performing Arts - Music Jennifer Marshall

The students will:

- respond to and interpret a variety of musical pieces and performers from the Rock and Roll genre including Elvis Presley
- investigate the 12 bar blues progression
- play music by following a score, using tuned and untuned instruments
- rehearse and perform a dance and song scene for the school Production of The Wizard of Oz.



Italian Matteo Maccio

The students will:

- learn the names of classroom objects
- be able to describe what they have in their pencil cases
- learn about Christmas in Italy and its symbols.

