

*Maronite Sisters of the Holy Family*

Maronite College of the Holy Family

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Maronite College of the Holy Family



**Grade Curriculum Notes: Year 4**

***2017***

***Teaching Staff***

***Grade: Year Four***

***Grade Teachers: Ms Doumit***

***Mrs Ramsey***

***Mrs Pather***

***Mrs Lal (Long Service Leave)***

***Ms Fayad***

***Integration Teachers: Mrs Maxwell / Ms Wang***

***Stage Coordinator Mr Day***

***EAL/D Teacher: Mr Day***

***Ms Achmar***

***Teacher Support: Mrs Ghabache / Mrs Nehmer***

***Arabic Teacher: Mrs Zaiter***

***Mrs Sassine***

***Mrs Farah***

***Mrs Chalhoub***

***Learning Centre Supervisor****:*

*Ms Roumanus*

**Curriculum Notes**

Homework:

Your Year 4 child should be spending 40 minutes on homework each night. Homework tasks will include the following each week.

* Spelling words
* Dictionary meanings
* English activities
* Mathematics activities
* Reading

Perfect homework reward:

Term 1: To be decided by class.

Term 2: To be decided by class.

Term 3: To be decided by class.

Term 4: To be decided by class.

NOTE: Students who have a 100% home completion rate will be rewarded within their classrooms.

English/Mathematics:

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| --- | --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 | Term 4 |
| English | The Key Learning Areas of English is divided into Reading and Viewing, Writing and Representing, Speaking and Listening, Spelling, Responding and Composing,  Grammar, Punctuation and Vocabulary, Thinking Imaginatively, Creatively, Interpretatively and Critically, Expressing Themselves and Reflecting on Learning. It is envisaged that the Year 4 program will assist in the development of the student becoming more proficient in the four areas.  **Reading and Viewing:** Reading occurs in all Key LearningAreas. During the literacy blocks, skills, strategies and knowledge to read, view and comprehend a wide range of texts will be integrated with texts in different media and technologies. Students will be supported by Mrs Maxwell, Ms Wang, Mrs Gabache/ Mrs Nehmer and Mr Day during reading lessons.  **Writing and Representing:** Each week the students will participate in writing activities. Revision will take place, as well as improving the students’ knowledge of the types of texts. Grammar, structure and punctuation will be a key focus.  **Handwriting:** Students participate in handwriting each week using the ‘New Improved Foundation Handwriting’ text book. The students will practise the NSW foundation style of handwriting.  **Spelling:** Spelling is based on the quota spelling system with a maximum of 20 words. Students complete weekly activities and are tested each week on Thursday.  **Speaking and Listening:** Speaking and Listening activities are integrated across Key Learning Areas of the curriculum. Children are encouraged to listen to instructions, information from peers. This will include oral presentations.  **Responding and Composing:** Students develop an understanding and apply knowledge of language forms and features. Students also respond to and compose texts.  **Grammar, Punctuation and Vocabulary:** Students are given a variety of activities related to shared reading texts. It is also integrated into all other key learning areas**.**  **Thinking Imaginatively, Creatively, Interpretatively and Critically**: Students engage personally with the text, develop and apply contextual knowledge, understand and apply knowledge of language forms and features. They also respond to and compose texts.  **Expressing Themselves:** Students identify and consider how different viewpoints of their word, including aspects of culture, are represented in texts.  **Reflecting on Learning:** Students recognise, reflect on and assess their strengths as a learner. | | | |
| Mathematics | Number and Algebra, Measurement and Geometry and Statistics and Probability are all covered throughout the year. Students will be assessed after each topic is covered.  Working Mathematically – This strand is integrated into the content of all areas of Mathematics. | | | |

Integrated Units:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Term 1 | Term 2 | Term 3 | Term 4 |
| Religion | 1. Talking & Listening to God  2. Lent: A Time for Reconciliation | 1. Easter Season: New Life and experiences of death  2. The Resurrection  3.Key symbols and structure of the Mass | 1. The Bible: A Special Book. | 1. Mission: Serving Others with Jesus.  2. Christmas: A Time to Gather. |
| History/  Geography/  Science | First Contacts | Science –Living Things | Geography- The Earth’s Environment | Science – Earth and Space Sciences- Night & Day/Beneath our feet |
| The students attend a lesson in the computer room once a week for 60 minutes with their class teacher. | | | |
| Creative Arts | Visual Arts  - Aboriginal Instruments  Drama  -Perform your own ending  Music  -Beat, Rhythm, Dynamics, Tone, Texture and Tempo | Dance  -Dance Around the World  Visual Arts  -Picasso & Fruit Bowl Painting  Drama-Integrated with Religion- St Peter and St Paul | Visual Arts  -Perspective  Drama  -Charlie and the Chocolate Factory  Music  -Music Features and Notions | Dance  -Dance maps and choreography  Visual Arts  -Van Gogh  Drama  -A Christmas Story |
| PDHPE  Sport day- Tuesday | PD/H Active Lifestyle  PE: Newcombe Ball  Swimming | PD/H Personal identity – Recognising growth of self and others  PE: AFL Athletics Carnival preparation | PD/H Personal health choices and making decisions  PE: Netball | PD/H Growth and Development  PE:Dance |

Other:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 Olive | 4 Aqua | 4 Amber | 4 Violet |
| Learning Centre | Thursday  11:00 – 12:00  Borrowing  Wednesday  12:15 | Friday  1:30-2:30  Borrowing  Wednesday  9:00 | Friday  1:30 – 2:30  Borrowing  Tuesday  9:00 | Thursday  11:00-12:00  Borrowing  Thursday  12:00 |
| Arabic | Monday – Friday 2:30 – 3:00 | | | |

**Year 4 - Term 3 Overview 2017**

This is a term overview for the teaching and learning for each subject in Year 4 for Term 3.

Please make an appointment to speak to your child’s teacher if you have any questions.

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| --- | --- | --- |
| KLA | Outcome Description | Unit Outline |
| English | EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts.  EN2-2A Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.  EN2-3A Uses effective handwriting and publishes texts using digital technologies.  EN2-4A Uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies.  EN2-5A Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words  EN2-6B Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features.  EN2-7B Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts.  EN2-8B Identifies and compares different types of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.  EN2-9B Uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts.  EN2-10C Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing text.  EN2-11D Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.  EN2-12E Recognises and uses an increasing range of strategies to reflect on their own and others’ learning. | In this unit students will develop their understanding of how information and stories can be communicated using a range of texts – written/printed film and television. Through an in-depth study of the novel *Charlie and the Chocolate Factory*, by Roald Dahl and the 2005 film adaption, students will explore how visual narratives are constructed and how they compare and contrast to a written text. They will engage in interpretation of the settings, events, characters and themes expressed in these texts. They will also learn some of the visual codes and conventions used by filmmakers to communicate their stories and engage with their audience. Integration of design and technology, digital technologies, visual arts and drama offers a range of creative possibilities to support students’ deep engagement with the texts. There is also a strong emphasis on students experimenting with digital tools and processes to compose their own multimodal texts and express their own unique interpretations of the texts.  Students will also explore the ways in which advertisements are used to persuade their audiences. Developing their very own chocolate bars, students will create their very own advertisement using print and digital technologies and will consequently investigate the language features and structural properties of persuasive texts such as commercials and infomercials and explore how these literary devises are used to engage and persuade audiences.  Further texts studied include ‘And the band played Waltzing Matilda’ by Eric Bogle. Students will explore the theme of the futility of war and the link between the original poem and the song written as an anti-war anthem after the Vietnam War. |
| Mathematics | NUMBER AND ALGEBRA – NUMBER PATTERNS  MA2‑1WM uses appropriate terminology to describe, and symbols to represent, mathematical ideas  MA2‑2WM selects and uses appropriate mental or written strategies, or technology, to solve problems  **MA2‑3WM** checks the accuracy of a statement and explains the reasoning used  **MA2‑8NA** generalises properties of odd and even numbers, generates number patterns, and completes simple number sentences by calculating missing values  **STATISTICS AND PROBABILITY - DATA**  ST MA2 18SP selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs  **MEASUREMENT & GEOMETRY - TWO-DIMENSIONAL SHAPES**  MA2 15MG manipulates, identifies and  sketches two dimensional shapes  including special quadrilaterals, and  describes their features    **NUMBER & ALGEBRA- MULTIPLICATION AND DIVISION**  MA2 6NA uses mental and informal written strategies for multiplication and division  **MEASUREMENT & GEOMETERY - MASS**  MA2-1WM uses appropriate terminology to describe, and symbols to represent, mathematical ideas  MA2-2WM selects and uses appropriate mental or written strategies, or technology, to solve problems  MA2-12MG measures, records, compares and estimates the masses of objects using kilograms and grams | **Number and Algebra: Number Patterns**   * Equivalent Number Sentences * Even and Odd Numbers * Multiplication Number Patterns * Word Problems   **Statistics and Probability: Data**   * Column Graphs * Picture Graphs * Surveys * Collecting Data * Predicting & Interpreting Results * Reading & Interpreting Spreadsheets * Graphing Data   **Measurement and Geometry : Two- Dimensional Shapes**   * Compare and Describe 2D Shapes * Splitting and Joining Shapes * Tessellation * Symmetry and Symmetrical Patterns * Comparing and Classifying Angles * Identifying and Drawing Angles     **Number and Algebra: Multiplication and Division**   * Multiplication and Division Facts to 10 * Factors and Multiples * Mental Strategies for solving problems/questions * Multiplication and Division * Division with and without remainders     **Measurement and Geometry: Mass**   * Kilograms * Grams * Using Grams * Using Measuring Scales * Fractions of a Kilogram |
| Religion | 24C8 (O1) Categorise books that vary in purpose, form and audience  **24C8 (O2)** Locate given biblical references and identify major biblical text types  **24C8 (O3)** Research biblical accounts of significant people and key events  24C8 (O4) Interpret the message of selected Bible passages for their own lives  **24C8 (O5)** Explain why Christians revere the Bible, especially the Gospels, and how this is shown in the celebration of the Liturgy | **The Bible**   * Students discuss what inspires authors to write books, e.g. a life experience, dream, message. * View videos which depict bible characters and events. Record key incidents and locate which book in the bible they are recorded in. * Read different bible stories. In groups retell the story and present its message in banner form. * Examine the index, contents, abbreviations and glossary in a class bible. Discuss the use of chapters and verses. * Discuss in groups the meanings and implications of the statements, ‘The Bible is a sacred Book’, ‘Christians show reverence for the Bible.’ |
| Human Society & Its Environment / Geography | GE2-1 examines features and characteristics of places and environments  GE2-2 describes the ways people, places and environments interact  GE2-3 examines differing perceptions about the management of places and environments  GE2-4 acquires and communicates geographical information using geographical tools for inquiry EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts  EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts | **The Earth’s Environment**   * Students explore the climate, natural vegetation and native animals of places in Australia and Asia. * Examine the importance of natural vegetation and natural resources to the environment, animals and people and learn about the ways people value environments, including Aboriginal and Torres Strait Islander Peoples. * Students identify sustainable practices and recognise that there are differing views on how sustainability can be achieved. ​ |
| Personal Development, Health & Physical Education | **Personal Development & Health**  **Values & Attitudes**  V4 increasingly accepts responsibility for personal and community health  **Skill Outcomes**  Communicating:  COS2.1 Uses a variety of ways to communicate with and within groups  Decision making:  DMS2.2 Makes decisions as an individual and as a group member  Interacting:  INS2.3 makes positive contributions in group activities  Problem solving:  PSS2.5 uses a range of problem-solving strategies  **Personal Health Choices**  PHS2.12 Discusses the factors influencing personal health choices  **Physical Education**  **Values and Attitudes**  V3 Enjoys a sense of belonging  V5 Willingly participates in regular physical activity  V6Commits to realising their full potential  **Moving**  MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations  **Games and Sports**  GSS2.8 Participates and uses equipment in a variety of games and modified sports | **Personal Health Choices and Making Decisions**  This unit focuses on:   * Making decisions * Taking responsibilities and risks * Drug use – legal and illegal, the negative effects, storage of medications and use of medications * Health products and services * The influence of the media * Students will explore this through various activities such as role plays, group work, research and class discussions.   **Physical Education**   * Students will be developing the skills needed to play Netball: Passing, Toss Up, Pivot, Throwing, Catching, Dodging, Intercepting. |
| Creative Arts | VAS2.1 Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.  VAS2.2 Uses the forms to suggest the qualities of subject matter.  VAS2.3 Acknowledges that artists make artworks for different reasons and that various interpretations are possible.  VAS2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.  DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations  DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills  DRAS2.3 Sequences the action of the drama to  create meaning for an audience  DRAS2.4 Responds to, and interprets drama  experiences and performances  MUS2.1 Sings, plays and moves to a range of music, demonstrating a basic knowledge of musical concepts. MUS2.2 Improvises musical phrases, organizes sounds and explains reasons for choices.  MUS2.3 Uses commonly understood symbols to represent own work  MUS2.4 Identifies the use of musical concepts and musical symbols in a range of repertoire | Students will be involved in a variety of activities including:  **Visual Art**   * Perspective in Art   **Drama**   * Role Playing scenes from the text ‘Charlie and the Chocolate Factory’   **Music**   * Identifying musical symbols * Exploring time signatures and rhythm * Creating a piece of music using symbols learnt * Performing music on instruments |