

MARONITE COLLEGE OF THE HOLY FAMILY



Grade Curriculum Notes: Year 4

2018

Teaching Staff

Grade: ***Year Four***

Grade Teachers: ***Ms Dib***
Mrs Ramsey
Ms Dimassi
Mrs Pather

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

Stage Coordinator ***Ms Mallia***
EAL/D Teacher: ***Ms Mallia***

Teacher Support: ***Mrs Nemer/ Mrs Achmar***

Arabic Teacher: ***Mrs Zaiter***
Mrs Sassine
Mrs Farah
Mrs Chalhoub

Learning Centre Supervisor:
Ms Roumanus

Curriculum Notes

Homework:

Students in Year 4 child should be spending 40 minutes on homework each night.

Homework tasks will include the following each week.

- Spelling words
- English activities
- Mathematics activities
- Critical Thinking/ problem Solving activities
- Reading

Perfect Home Work Reward: Students who have a 100% homework completion rate will be rewarded within their classrooms to be decided by class teacher.

English/Mathematics:

| | Term 1 | Term 2 | Term 3 | Term 4 |
|---------|--|--------|--------|--------|
| English | <p>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.</p> <p>Reading and Viewing: Reading occurs in all Key Learning Areas. 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 Pamboukian, Mrs Achmar/ Mrs Nemer and Ms Mallia during reading lessons.</p> <p>Writing and Representing: Each week the students will participate in writing activities. Revision will take place, as well as improving the students' knowledge of types of texts. Grammar, structure and punctuation will be a key focus.</p> <p>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.</p> <p>Spelling: Spelling is based on the quota spelling system with a maximum of 30 words. Students complete weekly activities and are tested each week on Friday.</p> <p>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.</p> <p>Responding and Composing: Students develop an understanding and apply knowledge of language forms and features. Students also respond to and compose texts.</p> | | | |

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| | <p>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.</p> <p>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.</p> <p>Expressing Themselves: Students identify and consider how different viewpoints of their word, including aspects of culture, are represented in texts.</p> <p>Reflecting on Learning: Students recognise, reflect on and assess their strengths as a learner.</p> |
| Mathematics | <p>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.</p> <p>Working Mathematically – This strand is integrated into the content of all areas of Mathematics.</p> |

Integrated Units:

| | Term 1 | Term 2 | Term 3 | Term 4 |
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| Religion | 1. Sacraments of Initiation 2. Lent Year B- Practices and promises 3. Passover, Suffering and Sacrifice 4. Discipleship and Mission | 1. Easter Season: New Life 2. Eucharist: The Structure of the Mass | 1. Eucharist: The Structure of the Mass continued. 2. The Bible: A Special Book. | 1. Mission: Serving Others with Jesus. 2. Christmas: A Time to Gather. |
| History/ Geography Science | First Contacts | Science- Biological Sciences – Feathers, Furs or Leaves | Geography- The Earth's Environment | Science – Earth and Space Sciences- Night & Day/Beneath our feet |
| | The students attend a lesson in the computer lab once a week for 60 minutes with their class teacher. | | | |
| Creative Arts | Visual Arts - Aboriginal Instruments Drama | Dance -Dance Around the World Visual Arts | Visual Arts -Perspective Drama | Dance -Dance maps and choreography Visual Arts -Van Gogh |

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| | -Perform your own ending Music -Beat, Rhythm, Dynamics, Tone, Texture and Tempo | -Picasso & Fruit Bowl Painting Drama -Health | -Charlie and the Chocolate Factory Music -Music Features and Notions | Drama -A Christmas Story |
| PDHPE Sport day- Tuesday | PD/H Active Lifestyle PE: Newcomb Ball Swimming | PD/H Growth and development PE: AFL Athletics | PD/H Personal Health Choices PE: Netball | PD/H Growth and Development PE: Dance |

Other:

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

Term 1 Overview.

Below is a term overview for the work carried out for each subject in Year Four. You will also receive a similar outline at the beginning of terms 2, 3 and 4.

| KLA | Outcome Description | Unit Outline |
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| English | <p>Speaking and Listening EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts. EN2-6B Identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features.</p> <p>Reading and Viewing <i>Reading and Viewing Texts</i> 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.</p> | <p>Speaking Listening Children will participate in a range of activities where they are required to speak and listen in group and paired situations. They will present a speech to their peers to share their findings from their independent research.</p> <p>Reading Students will participate in various reading experiences including 40 minutes of literacy Monday-Thursday. Skills and strategies will be developed in various reading lessons using Shared and Guided Reading.</p> |

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| | <p>EN2-8B Identifies and compares different types of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.</p> <p>Writing and Representing</p> <p><i>Producing Texts</i></p> <p>EN2-2A Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.</p> <p>EN2-7B Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts.</p> <p><i>Spelling</i></p> <p>EN2-5A Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words</p> <p><i>Grammar, Punctuation and Vocabulary</i></p> <p>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.</p> <p><i>Thinking Imaginatively, Creatively and Interpretively</i></p> <p>EN2-10C Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing text.</p> <p><i>Handwriting and Using Digital Technologies</i></p> <p>EN2-3A Uses effective handwriting and publishes texts using digital technologies.</p> <p><i>Expressing Themselves</i></p> <p>EN2-11D Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.</p> <p><i>Reflecting on Learning</i></p> <p>EN2-12E Recognises and uses an increasing range of strategies to reflect on their own and others' learning.</p> | <p>Students will have reading groups four times a week for forty minutes. They are also expected to read at home every night for 20 minutes.</p> <p>Writing:</p> <p>Throughout the term, the children will learn about the language and vocabulary used in the book, 'Meet Captain Cook.' The children will think imaginatively and creatively and will independently construct Informative texts such as journal writing and Persuasive texts such as speeches.</p> <p><u>Spelling</u> Children will receive a new spelling list at the start of each week and will be tested on Friday. Each student will have their own set quota. Students will move up a quota after achieving full marks over two consecutive weeks.</p> <p>Students will complete Handwriting lessons within their literacy blocks to teach them proper letter formation using NSW Foundation Style Handwriting. Students are beginning to use cursive handwriting and are working towards getting their pen license. When they have mastered cursive handwriting, they will be given their pen license.</p> |
| Mathematics | <p><u>Number and Algebra</u></p> <p>Whole numbers</p> <p>MA2-4NA applies place value to order, read and represent numbers of up to five digits</p> <p>Addition and subtraction</p> <p>MA2-5NA uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers</p> <p>Multiplication and Division</p> | <ul style="list-style-type: none"> - Place value & expanded notation - Expanded notation, comparing & ordering Numbers - Rounding numbers to 10's, 100's & 1000's - Addition and subtraction mental and written strategies - Multiplication Facts to 10 - Division Facts - Multiplication and division strategies |

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| | <p>MA2-6NA uses mental and informal written strategies for multiplication and division</p> <p><u>Measurement and Geometry</u></p> <p>Position MA2-17MG uses simple maps and grids to represent position and follow routes, including using compass directions</p> <p><u>Statistics and Probability: Chance</u> MA2-19SP describes and compares chance events in social and experimental contexts</p> | <ul style="list-style-type: none"> - Problem Solving - Position of Objects - Compass Points - Using a Legend - Using Coordinates - Using a Scale - Describing Paths - Mapping Scale - Compass Direction - Maps - Predicting Chance Events - Investigating Chance Events - Identify, Record and Describe the Likelihood of Outcomes |
| <p>Religion Studies in Religion are based on Christianity and in particular the Maronite faith. The students will study the Feast Days and important times of the religious calendar, whilst also studying the Bible and its teachings.</p> <p>The topics studied follow the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta.</p> | <p>23C5 Sacraments of Initiation</p> <p>24C3 Lent Year B- Practices and promises</p> <p>24C5 The Passover, Discipleship and Mission</p> | <p>Sacraments of Initiation Students will be defining Initiation and what it means to be welcomed into the Church. We will look at the symbols and rituals associated with baptism, confirmation and Eucharist.</p> <p>Lent: Practices and Promises This unit focuses on Lenten practices, promises and rituals as well as the Ten Commandments.</p> <p>The Passover, Discipleship and Mission In this unit, students examine the meaning of the events that occurred in the lead up to Holy Week and reflect on Jesus' suffering, sacrifice and love for us.</p> |

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| History History will be taught in conjunction with the Learning Centre Supervisor | First Contacts HT2-3 Describes people, events and actions related to world exploration and its effects HT2-4 Describes and explains effects of British colonisation in Australia HT2-5 Applies skills of historical inquiry and communication | Students will investigate 'Who discovered Australia?' They will identify the Aboriginal and Torres Strait Islanders and the effect of the British invasion. Students will complete a research task and present their findings to the class. ICT lessons will be used to assist the students with their research. |
| History (Learning Centre) | HT2-3 describes people, events and actions related to world exploration and its effects. HT2-4 describes and explains effects of British colonisation in Australia. HT2-5 applies skills of historical inquiry and communication. | Students will investigate the First Fleet. They will be looking at reasons for the journey, who travelled to Australia and their experiences following arrival. Students will be presenting their research at a Gallery walk through. |
| Personal Development, Health & Physical Education | Active Lifestyle ALS2.6 Discusses the relationship between regular and varied physical activity and health. Games and Sports GSS2.8 Participates and uses equipment in a variety of games and modified sports. Moving MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations. Safe Living SLS2.13 Discusses how safe practices promote personal well-being. | This unit focuses on -importance of living an active lifestyle -nutrition -leisure -various ways to be active -the benefits of physical activity -how to exercise safely Swimming Students will be participating in the swimming program for two weeks. The swimming program is conducted by qualified instructors at the Aquatic Centre, Homebush. |
| Creative Arts | Visual Arts Making 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. Appreciating 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. Drama DRAS2.1 Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations. | Many activities have been inspired by our shared reading, Religion and History unit. Visual Arts Flag design painting Aboriginal Instruments Aboriginal Masks Drama Children will re-enact Aboriginal dream stories or a Lenten story. |

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| | <p>DRAS2.2 Builds the action of the drama by using the elements of drama, movement and voice skills.</p> <p>Performing DRAS2.3 Sequences the action of the drama to create meaning for an audience.</p> <p>Appreciating - Drama DRAS2.4 Responds to, and interprets, drama experiences and performances.</p> <p><u>Music</u> MU S2.1 MUS2.2 MUS2.3 MUS2.4 Students will Sing, play and move to a range of music, demonstrating an awareness of musical concepts. They will explore, create and organise sound in simple structures, using symbol systems to represent sounds. They will respond to range of music, expressing likes and dislikes and reasons for these choices.</p> | <p>Music Students will focus on beat, rhythm, dynamics, tone, texture and tempo. Students will create their own composition using percussion instruments and will present their piece of music to the class.</p> |
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