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:

Your 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
* Reading
* Choice Board: Maths/English

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 Pamboukian, Mrs Achmar/ Mrs Nemer and Ms Mallia 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 30 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 and Measurement and Geometry and 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. Sacraments of Initiation 2. Practices and Promises3. Passover: Exodus | 1. New Life2. Eucharist – 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/GeographyScience  | 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 InstrumentsDrama-Perform your own endingMusic-Beat, Rhythm, Dynamics, Tone, Texture and Tempo | Dance-Dance Around the WorldVisual Arts-Picasso & the weeping womanStone Art – Refugee families JourneyDrama-ImprovisationFreeze Frames  | Visual Arts-PerspectiveDrama-Charlie and the Chocolate FactoryMusic-Music Features and Notions | Dance-Dance maps and choreographyVisual Arts-Van GoghDrama-A Christmas Story |
| PDHPESport day- Tuesday | PD/H Active LifestylePE: Newcombe Ball and Swimming | PD/H Growth & Development Safe Living PE: Netball andAthletics Carnival preparation | PD/H Personal Health ChoicesPE: Dance | PD/H Growth and DevelopmentPE: AFL |

Other:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 Olive | 4 Aqua | 4 Amber | 4 Violet |
| Learning Centre | Thursday11:00 – 12:00BorrowingWednesday12:15 | Friday1:30-2:30Borrowing Wednesday9:00 | Friday1:30 – 2:30BorrowingTuesday9:00  | Thursday11:00-12:00BorrowingThursday12:00 |
| Arabic | Monday – Friday 2:30 – 3:00 |

**Term 2 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 3 and 4.

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| --- | --- | --- |
| **KLA** | **Outcome Description** | **Unit Outline** |
| English | **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.**Reading and Viewing***Reading and Viewing Texts*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.EN2-8B Identifies and compares different types of texts when reading and viewing and shows an understanding of purpose, audience and subject matter.**Writing and Representing***Producing Texts*EN2-2A Plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language.EN2-7B Identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts.*Spelling*EN2-5A Uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words*Grammar, Punctuation and Vocabulary*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. *Thinking Imaginatively, Creatively and Interpretively*EN2-10C Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing text.*Handwriting and Using Digital Technologies*EN2-3A Uses effective handwriting and publishes texts using digital technologies.*Expressing Themselves*EN2-11D Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own.*Reflecting on Learning* | **Speaking Listening**Students will participate in a range of activities where they are required to speak and listen in group and paired situations.Students will present an Environmental package to the class in Science lessons (speaking) and will to listen to an audio based on living and non-living things. Students will answer questions from an audio presentation. This unit is integrated from the science unit topic ‘Living World’. **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. Students will have reading groups four times a week for forty minutes. Examples of activities include:* Comprehension
* Story Maps
* Vocabulary
* Discussions
* Grammar and Punctuation
* Role Plays
* Talking and Listening activities

They are also expected to read at home every night for 20 minutes.**Writing:** Students will be exploring the concepts of courage, discrimination and equal rights in visual and printed literature. Students will incorporate these key themes into their imaginative, persuasive and informative writing. The following texts will be explored:‘Tough Stuff’ by Kirsty Murray‘Stepping Stones’ by Margriet Ruurs ‘Say Yes’ by Jennifer CastlesSpelling Students will receive a new spelling list at the start of each week and will be tested on Thursday. Each student will have their own set quota. Students will move up a quota after achieving full marks over two consecutive weeks. Students will complete Handwriting lessons within their literacy blocks to teach them correct 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. |
| Mathematics | **Number and Algebra**Fractions and decimalsMA2‑4NA applies place value to order, read and represent numbers of up to five digits**Measurement and Geometry**TimeMA2‑13MG reads and records time in one-minute intervals and converts between hours, minutes and secondsLengthMA2‑9MG measures, records, compares and estimates lengths, distances and perimeters in metres, centimetres and millimetres, and measures, compares and records temperatures Area MA2 10MG measures, records, compares and estimates areas using square centimetres and square metres | Fractions Model, Compare and represent Real- life decimals Portioning decimals in tenths, hundredths and thousandths Students will focus on:am and pm NotationTime to the Minuteam and pm NotationCalendar, Convert Between Units of Time, TimetablesProblem Solving, TimelinesPosition of ObjectsCompass PointsUsing a LegendUsing CoordinatesUsing a Scale, Describing PathsMapping Scale, Compass DirectionMaps Measuring length in Millimetres, Centimetres and MetresMeasuring PerimeterRepresenting length using decimal notationMetric Units for LengthTemperatureUsing Square CentimetresArea & PerimeterUsing Square CentimetresArea Using Square MetresFinding Areas of RectanglesSquare CentimetresThe Square Metre |
| ReligionReligion 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.The topics studied follow the Sharing Our Story document developed by the Catholic Education Office, Diocese of Parramatta. | 24C6-01 Identifies experiences where they experienced death in the forms of sadness, hurt, anger, frustration and new life in the form of acceptance, reconciliation with others, peace and inspiration 24C6-02 Read, analyse and compare the different accounts of the resurrection to study how the disciples and followers of Jesus experienced new life through their belief in the risen Jesus24C7 – 01 Recognise the key elements of a celebration24C7-02- recall and sequence the key parts of the Eucharist.24C7-03 Explore the meanings of the main symbols and actions in the celebration of the Eucharist. 24C7-04 Appreciate the Eucharist as a means of celebrating and expressing their faith.  | **New Life**Students will be focusing on:Death, new life and Resurrection.Emotions, how to deal with death and making peace through the knowledge of new life.‘The Very Best of Friends’ by Margaret Wild will allow relationships, feelings and the importance of memories to be explored.Moments of Death and new ones.Students will explore the passing of Jesus and the resurrection.**The Structure of the Mass**Students will be recognizing the key elements of a celebration. They will recall and sequence the key parts of the Eucharist. We will explore the meanings of the main symbols and actions in the celebration of the Eucharist and appreciate the Eucharist as a means of celebrating and expressing faith. |
| Science and TechnologyScience will be taught in conjunction with the Learning Centre Supervisor | **Living Things**ST2-4WS investigates their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertakenST2-10LW describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable featuresST2-5WT applies a design process and uses a range of tools, equipment, materials and techniques to produce solutions that address specific design criteriaST2-11LW describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living thingsEN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contextsEN2-12E recognises and uses an increasing range of strategies to reflect on their own and others’ learning | Students will be focusing on how living things live and interact in environments and with each other.Sort objects into living and non-livingClassify animalsCollect leaf litter for analysisStudy pollinationDesign an Information Package about “what we can do to look after the environment.” |
| Science (Learning Centre) | **Living Things**ST2-10LW describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable featuresST2-11LW describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living thingsST2-5WT applies a design process and uses a range of tools, equipment, materials and techniques to produce solutions that address specific design criteria[ST2-2VA demonstrates a willingness to engage responsibly with local, national and global issues relevant to their lives, and to shaping sustainable futures](http://syllabus.nesa.nsw.edu.au/science/science-k10/outcomes/outcomes-detail/outcomes-content/514/) ST2-4WS[investigates their questions and predictions by analysing collected data, suggesting explanations for their findings, and communicating and reflecting on the processes undertaken](http://syllabus.nesa.nsw.edu.au/science/science-k10/outcomes/outcomes-detail/outcomes-content/446/) | Students will work collaboratively on a first-hand observation of the life cycle of a plant or animal. Students will also explore online presentation devices such as weebly. |
| Personal Development, Health & Physical Education | **Values & Attitudes** V1 refers to a sense of their own worth and dignity;V2 respects the right of others to hold different values and attitudes from their own;V3 enjoys a sense of belonging;V4 increasingly accepts responsibility for personal and community health;V6 commits to realising their full potential.Skill Outcomes 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 strategiesGrowth & Development GDS2.9 Describes life changes and associated feelingsSLS2.13 Discusses how safe practices promote personal wellbeingValues and Attitudes V3 Enjoys a sense of belonging V5 Willingly participates in regular physical activity V6 Commits to realising their full potentialMoving MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations Active Lifestyle ALS2.6 Discusses the relationship between regular and varied physical activity and health  | Students will focus on:Personal IdentityRecognising strengths and limitationsDeveloping strengthsSetting goals Recognising attributes of self and others Confronting problems Feelings about self Positive self-talk Gender images/expectations**Physical Education:**Athletics CarnivalSkill Game: Net Ball |
| Creative Arts | **Visual Arts**DAS2.1- Performs dances from a range of contexts demonstrating movement skills, expressive qualities and an understanding of the elements of danceDAS2.2- Explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moodsDAS2.3- Gives personal opinions about the use of elements and meaning in their own and others’ dances. 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 matterVAS2.3 Acknowledges artists make artworks for different reasons and various interpretations are possible.VAS2.4 -Identifies connections between subject matter in artworks, what they refer to & appreciates the use of particular techniquesDRAS2.1 - 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, (dramatic tension, contrast, symbol, time, space, focus, mood) movement and voice skills. Contexts.DRAS2.3 - Sequences the action of the drama to create meaning for an audience.DRAS2.4 - Responds to, and interprets drama experiences and performances.  |  **Dance –**Students will be learning about rhythm, timing, space, dynamics and relationship of a selected dance. Once they have viewed the dance and understood the concept and style, they will then create their own version of a chosen dance and perform it in class.**Visual Arts**Students will focus on Picasso’s “Weeping Woman”. They will study the cubist technique and use it to create Picasso painting using oil pastels. Students view the Nazar Ali Badr’s stone images from the book ‘Stepping Stones” and discuss the different feelings they represent. Students choose an image they want to recreate and collect resources accordingly. They can complete the sculpture of assembled stones using various construction techniques and spatial arrangements suited to the interpretation of their subject matter in sculpture.**Drama**Discuss the incorporates improvisation and role play, dialogue and narration. Students present their freeze frames, demonstrating confidence in gesture, movement and voice skills.  |