

*Howayek Providence Limited trading as*

Maronite College of the Holy Family

Year4 Term 3 Overview 2020

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| Dear Parents and Guardians, Welcome to Term 3. Listed below is a summarised outline of the topics and content we will be covering in our grade. Information pertaining to all other aspects of the grade has also been included to help you organise and support your child’s learning. We look forward to working in collaboration with you throughout year.  |

**Teaching Staff**

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| **Head of Primary** | Mr Dean Day |
| **Stage Coordinator** | Mr Anthony Bechara  |
| **Class Teachers** | Ms Dib 4 Amber Ms Loulach 4 OliveMs Hatem 4 Violet Ms Dababneh and Ms Delia 4 Aqua |
| **Special Needs Coordinator** | Mr Christopher Perret |
| **Integration Teacher/s** | Ms Lal  |
| **Support Teacher/s** | Mrs Nemer and Mrs Harb |
| **Learning Centre Coordinator** | Mrs LeMerle |
| **Arabic Staff** | Mrs Marie ZaiterMrs Laura Chalhoub Mrs Francine Farah Mrs Therese Sassine |

**Daily Routines**

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| **Monday** | **ICT:** 4 Violet, **Library Borrowing:** 4 Amber,4 Aqua,4 Olive  |
| **Tuesday** | **Sport:** All Year 4, **ICT:** 4 Olive, **Library Borrowing:** 4 Violet |
| **Wednesday** | **Library Borrowing:** 4 Olive, **ICT:** 4 Amber  |
| **Thursday** | **Learning Centre:** 4 Olive & Violet, **ICT:** 4 Aqua  |
| **Friday** | **Learning Centre:** 4 Aqua & 4 Amber  |

**Important Information**

* **Student Absences** – A note or medical certificate is required when a student is absent from school. For prolonged illnesses, notification to the main office is also required. When your child is absent from school please send a prompt note to the classroom teacher on their return to school.
* **Parent and Teacher Meetings** - All communication with teachers is to be conducted via phone or email through the Primary Office. Alternatively, you can write a brief note for your child to pass on to their teacher. At no time should a parent approach another student or parent, either at school or outside the College grounds regarding an issue relating to their child. These issues must also be raised at the Main Office so that the situation can be referred to the appropriate staff member. Following the correct procedure will ensure that any concern is addressed promptly.
* **Borrowing –** Please ensure all students have their library bags on their given Library Borrowing day.
* **Homework –** Homework is compulsory. If your child is unable to complete their homework due to unforeseen circumstances, please provide a note to their classroom teacher.
* **Money Collection –** When sending any money to school with your child please ensure that it is in a sealed envelope with your child’s name clearly written on it.
* **Crunch and Sip –** As part of our daily routine students eat a piece of fruit and/or vegetable every morning, with plenty of water to drink. Please provide this for your child each day.

**Curriculum Overview**

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| **Key Learning Area** | **Unit Outline** |
| **Religion** | **The Bible: A Special Book 24C8**In this unit, students will investigate the inspiration, contents, structure and literary forms of the Bible. They will develop confidence in using the Bible to learn about God’s revelation and covenant with the people of Israel. Students will be encouraged to interpret the meaning of key biblical passages, especially accounts of Jesus’ example and teachings, for their own lives.**Talking and Listening to God 24C1**In this unit students will be invited to deepen their relationship with God through prayer. They will have opportunities to pray and to learn what prayer means in the life of the Church community. |
| **English** | **UNIT 1: PERSUASIVE AND INFORMATIVE - ADVERTISEMENTS AND ADVERTISING (WEEK 1-6)**Using The text ‘Charlie and the Chocolate Factory’ as a stimulus for learning, students look at the ways in which persuasive texts, particularly advertisements, are structured and presented in order to communicate ideas. They examine a variety of advertisements, both print and digital and identify the various language features, layout conventions, persuasive devices and advertisement strategies specific to such persuasive texts. Students plan, rehearse and record a convincing multimedia advertisement or billboard poster based on an engaging product or event relevant to their everyday lives.**UNIT 1 – IMAGINATIVE– ‘WE’RE ALL WONDERS’ (WEEK 7-10)** This unit is based on the richly imaginative text ‘We’re all Wonders’ by R.J Palacio. Based on a true story of accepting all people, the unit invites students to reflect on the different ways they can accept others and be kind. Students will be involved in a variety of visual literacy based activities that will allow them to think imaginatively, creatively and interpretively in response to information and ideas presented in the text.  |
| **Mathematics** | ***Time: Weeks 1-2-*** Students will learn to use a variety of strategies to read and record time in one-minute intervals and convert between hours, minutes and seconds.  They will learn to use am and pm notation to solve simple time problems. Students will also learn to read and interpret simple timetables, timelines and calendars.  ***Fractions and Decimals: Weeks 3-4-*** students learn to apply their knowledge of place value of digits in decimal numbers to model, compare and represent decimals of up to two decimal places. Activities to support this include applying knowledge of decimals to record measurements, interpreting zero at the end of a decimal number, recognising amounts of money using decimal numbers and using a calculator to create patterns with decimal numbers. Students also learn to place decimals of up to two decimal places on number lines and learn to round a number with one or two decimal places to the nearest whole number. ***Multiplication and Division: Weeks 5-6 -*** students will develop efficient mental and written strategies, and use appropriate digital technologies, for multiplication and for division where there is no remainder. Students will also use mental and informal written strategies to multiply a two-digit number by a one -digit number. Students will Use mental strategies and informal recording methods for division with remainders.***Mass: Weeks 7-8*** - Students will recognise the need for formal units to measure mass. They will learn to use kilograms and grams to measure and compare masses using a scaled instrument and record masses using the abbreviations kg and g.***Data: Weeks 9-10-*** Students will learn to select, trial and refine methods for data collection, including survey questions and recording sheets. They will learn to construct data displays, including tables, and column graphs and picture graphs of many-to-one correspondence. Students will evaluate the effectiveness of different displays. |
| **HSIE: Geography**  | **Geography: The Earth’s Environment** Students explore the climate, natural vegetation and native animals of places in Australia and Asia. They 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 and Physical Education** | **PDH: How can I make good decisions online?**Students develop the skills and strategies to be safe and empowered online users. They explore sources of online information and how the messages communicated influence them to make positive health decisions. Students investigate different online sources and what responsibility they have in their community to use and apply this information.**Physical Education: How can I win the Battle?** Students explore a range of movement skills while applying movement concepts to solve tactical problems in tactical/territorial games. Movement concepts explored include body awareness, spatial awareness, effort awareness and relationship to/with objects, people and space. |
| **Creative Arts** | **Visual Arts: Week 1-3**Students will create Perspective Art. Perspective is an art technique for creating an illusion of three-dimensions (depth and space) on a two-dimensional (flat) surface. Perspective is what makes an image seem to have form, distance, and look "real".**Drama: Week 4-6**Students will learn how to plan, rehearse and deliver presentations incorporating learned content, considering the particular purpose and audiences.**Music: Week 7-10**The aim of this sequence of lessons is to explore the first steps to music making using speech. This can be identified as rhythmic speech, chant or rap. Speech is one of the most accessible and engaging ways to explore music and allows for easy integration into other key learning areas.In this piece, students will be engaged in learning a chant whilst exploring all musical concepts through a variety of learning experiences including performing, organising sound and listening.Rubbish Rap delves into a relevant topic of reducing, reusing and recycling. It forces children to think about this critical issue in an interesting and exciting way. |