

Term: 3

Year Level: 4

Important notes and reminders:



We welcome Mr Adrian who will work as a Learning Support Officer in our Grade Four level.

Wednesday 31st July - We are very excited to be going onto our first overnight camp for an exciting marine and coastal adventure at YMCA Wyuna in Queenscliff. Please re-read all notes and information that was sent via Caremonkey to ensure your child has all necessary items.

Friday 6th September - River Detectives Excursion to Maribyrnong River

If you haven't already done so, can you please bring in your 2 boxes of tissues for use in the classroom.

An additional reminder that you sign your child' homework diaries each week. Students must be reading a minimum of 20-30 minutes, 5 nights a week.

Central Idea:

Human choices and actions impact our natural environments

Lines of Inquiry:

- The balance between the rights and responsibilities when interacting with natural habitats
- Human impact on natural habitats
- How living things respond to

Subject Focus:

English:

Reading:

Students will be reading persuasive texts, as well as those found in the newspaper, to identify persuasive

Religious Education:

Central Idea: The Earth relies on people and people rely on the Earth

Lines of Inquiry:



changing environmental conditions

techniques and words used to persuade, such as emotive language, use of facts and degrees of modality.

Writing:

Students will be writing persuasive texts. They will build on their understanding of persuasive techniques in order to make their arguments stronger.

Speaking and Listening: Students will be involved in mini-debates on a range of topics within the classroom.

Their presentation skills, such as addressing the audience when speaking, and using whole body language will also be a focus during home learning share time and presentations.

Mathematics:

We have started our unit on Measurement. Students are learning to convert between common units of measurements. They will also be measuring the perimeter and area of everyday objects and shapes.

We will then be moving onto Fractions and Decimals.

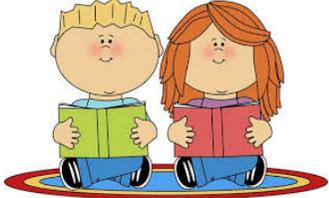
- Our Catholic call to care for creation
- How peoples actions impact God’s creations
- How local and global decisions impact our Earth in light of Stewardship

Overview:

During this unit, students will be part of a Zoo STEM program. They will specifically look into animals on the brink of extinction in Victoria and work collaboratively to investigate possible solutions to this problem.

		<p>Science:</p> <ul style="list-style-type: none"> • Living things can be grouped based on observable features and can be distinguished from non-living things,. • Different living things have different life cycles and depend on each other and the environment to survive. 	
<p>Central Idea: Responding and Creating to Art Develops Global Humanity</p>	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Explore how artists use pattern and texture in their work. *Texture is an element of art and can be real or simulated. *Real textures can be felt simulated textures created by artists appeal to our sense of touch. 	<p>Subject Area: VISUAL ARTS</p> 	<p>Overview:</p> <p>This term students will be given the opportunity to use recycled materials, to create woven artwork. Students learn that paper – one of our most wasted materials – should be used properly and practically to regulate the number of trees being cut down to manufacture paper products. Students explore the value of our natural resources and learn how to use recycled materials to be economical, while exploring a variety of recycled weaving techniques, & tools - magazine, paper strips & recycled card.</p>
<p>Central Idea: The use of media can improve</p>	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - An inquiry into the skills involved in AFL and soccer. - An inquiry into how photos and videos can be a powerful tool in sport. 	<p>Subject Area: PHYSICAL EDUCATION</p>	<p>Overview:</p> <p>Students will develop and improve their AFL and soccer skills by using media to analyse and reflect on their performance.</p>

<p>performance.</p> 			
<p>Central Idea: All families are diverse</p> 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● a personal sense of identity and family ● using simple repetitive language in songs, games and exchanges ● language to talk about family members 	<p>Subject Area: FRENCH</p>	<p>Overview: Students will learn the French words for family members through stories, songs and games. They will be able to identify and introduce members of their family in French and describe family members in French using simple phrases.</p>
<p>Central Idea: We express ourselves in many ways.</p>	<p>Lines of Inquiry: An inquiry into: ~creating sound using body percussion rhythms -tapping into our strengths and passions to create a performance</p>	<p>Subject Area: PERFORMING ARTS</p> 	<p>Overview: In Performing Arts this term the students will be exploring ways to create sounds using body percussion, (Eg, tapping, clapping, clicking, slapping, stomping and vocal sounds) In small groups they will create a short sequence using body percussion sounds. Students will also be given the opportunity to explore their strengths and passions through creating a short performance.</p>

<p>Central Idea: Reading and responding to books assists us to grow as learners.</p>	<p>Lines of Inquiry: An inquiry into: ~How we can use books to help us learn ~How we can use information from the book to respond creatively and develop ideas</p>	<p>Subject Area: DISCOVERY</p> 	<p>Overview: In Discovery this term students will be reading and responding to a range of picture story books in the lead up to Book Week 2019. They will respond to these texts both creatively and by using various 'thinking' strategies. Focusing on the Media Arts curriculum, students will also create a sequence of images, sounds and text to clearly establish the beginning, middle and end of a story or an event.</p>