Mission – serving others
In this unit, students will explore the concept of loving service and relate it to mission, based on Jesus’ example. Students will explore ways in which Christians serve other people, particularly those overseas. They will report on their investigation of the work of groups within the community and beyond who witness to the reign of God through their service of others. In the light of their understanding of the missionary work of the Church, students plan practical ways that we can be of service to others.

Initiation
In this unit students explore the relationship between the sacraments of Initiation. Students examine the symbols and rituals which are used in these celebrations. Students are invited to reflect upon and monitor their learning in relation to the sacraments of Initiation.

Emmanuel, God is With Us!
In this unit students enter into the seasons of Advent and Christmas. They reflect on ways they experience God in their own lives and see signs of God’s presence in their world during Advent. They analyse the characters and events of Matthew’s Infancy Narrative; in particular the role of the Magi in recognising signs of God’s presence in their midst. They consider the importance of the story of Jesus’ birth in the celebration of Christmas. Students participate in daily Advent prayer and celebrate Advent and Christmas liturgies.

### English

**Reading and Viewing**

Students will:
- Revisit what we do as thoughtful readers: inferring, self-monitoring, visualising and using the “think aloud” strategies.
- Through Literature Circles, students will continue to study novels and engage in healthy conversations with the group to address the author’s message in the book. They will develop knowledge and skills to undertake roles such as Discussion Director, Character Captain, Literary Luminary, Connector, Word Wizard, Summariser and Illustrator.
- Identify and model self-monitoring strategies, such as rereading, questioning, phrasing and fluency

**Writing**

Students will:
- Identify characteristic traits, such as language and layouts, for a variety of persuasive texts, both print and visual.
- Plan, draft and publish persuasive writing, paying attention to the structure of this text.
- Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure

**Speaking and Listening**

Students will:
- Continue to focus on interaction skills, particularly as part of Literature Circles (verbal, body language, active listening behaviours, contributing and questioning, turn-taking and speaking clearly)
- Summarise their own ideas and the ideas of others, challenging themselves to use new vocabulary
- Evaluate texts in discussions

### Mathematics

**Fractions & Decimals**

Students will:
- Investigate equivalent fractions
- Understand that fractions are equal shares with careful attention to the whole
- Names a fraction of a collection
- Count by quarters halves and thirds, including with mixed numerals.
- Convert mixed numbers to improper fractions.
- Recognise that the place value system can be extended beyond tenths to hundredths.
- Make connections between fractions and decimal notation e.g. fractions /10, /100.
- Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies.

**Chance**

- Using language and numbers to describe the chance of an event occurring
- Exploring the idea of randomness

The following topics will be a focus within our Inquiry unit this term.

**Location**

- Use simple scales, legends and directions to interpret information contained in basic maps.

**Measurement - Comparison**

- Use scaled instruments to measure and compare temperatures.
Inquiry – Geography

Unit Title: The Earth’s Environment Sustains All Life

Essential Questions:
- Where is Australia in relationship to these continents?
- How do we and other countries look after our environment?
- What is natural vegetation and how does the environment sustain vegetation?
- How is vegetation/topography represented on a map?
- What are native animals?
- What skills are required to read maps?

Understandings:
- The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents.
- The types of natural vegetation and the significance of vegetation to the environment and to people.
- The importance of environments to animals and people, and different views on how they can be protected.
- The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources.

The Arts

Visual Arts

Year 4 P have a weekly 40 minute lesson with Danielle Tulloch.
- In the area of modelling, the students will use model magic to mix colours, model shapes and create an object to keep.
- Students will continue to explore the elements of art including colour, line, shape, patterns and textures.
- In the area of threads and textiles, the students will learn some basic stitches and will weave a simple design.

Music

Music will focus on the theme “Exploring Sound.” Students will explore and experience the musical elements of tone, colour, rhythm and form. They will improvise create and perform their own compositions. Students will build on their recorder skills, continue to play and read music and build on their repertoire of pieces.

Physical Education

The students will participate in a 40 min lesson each week, as well as an extra sport session with the Year 4 group. During Physical Education lessons the students will be:
- Learning the basic rules and gameplay involved in Soft Lacrosse, through drills and small-sided games.
- Playing games of Mini Tennis, with a focus on developing an understanding of the rules and scoring systems.
- Taking part in a variety of modified assessment tasks, including the Multi-Stage Fitness Test.

Technology

4 D and 4 C have a weekly 40 minute lesson with Danielle Tulloch.
- The students will continue to discuss how to apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate.
- The students will work with others to plan the creation and communication of ideas and information safely, applying agreed ethical and social protocols.
- The students will recognize and how the same information can be represented in different ways.

Italian

Gli animali
In this unit the students will describe animals using adjectives. They will develop their vocabulary on gli animali by learning to recognize and repeat words/phrases and sentences. The students will use the correct form of definite and indefinite articles, match words to pictures and write a ‘Chi sono?’ (Who am I?) paragraph in Italian.

Bounce Back

Students will think about what it means to be successful and how this can be differ for each person. They will investigate what their strengths are and evidence of this. Our discussions on ‘Growth Mindset’ will continue, with a focus on effort and hard work to achieve what we want. Students will identify how to solve problems they may encounter in life.

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