Alamanda College
Junior & Middle Schools

Asst. Principal for Year 4 Hannah Newton Alamanda College Principal Lyn Jobson

YEAR 4 CURRICULUM OVERVIEW
TERM 1 2019

Dear Year Four Parents/Caregivers,

Welcome to Year Four!
We would like to extend a warm welcome to all of our parents, caregivers and students, old and new. We have hit the ground running and are pleased to say that all of our students have made an impressive start to the term, applying outstanding effort and enthusiasm. We have a busy year ahead, with brand new and exciting Units of Inquiry planned that will ignite the curiosity of the students. We look forward to a positive and productive year ahead, working as partners in supporting your child through their Year 4 learning journey!

Timetable A	Timetable B	Timetable C
4A Classroom Details: Teacher: Ms Rachael Cunningham cur@alamandacollege.vic.edu.au Specialists Days: Tuesday- Art Wednesday – Food Technology, LOTE; Friday- PE	4E Classroom Details Teacher: Ms Andrea Taliana taa@alamandacollege.vic.edu.au Specialists Days: Monday- PE, LOTE Wednesday – Art, Music	4H Classroom Details: Teacher: Ms Ashleigh Palmington: paa@alamandacollege.vic.edu.au Specialists Days: Monday- LOTE, PE Tuesday – Robotics Thursday- Art
4B Classroom Details Teacher: Mr Abe Ranner abr@alamandacollege.vic.edu.au Specialists Days: Tuesday- LOTE Wednesday – Art, PE Friday- Food Technology	4F Classroom Details Teacher: Ms Irena Skrnjug: fii@alamandacollege.vic.edu.au Specialists Days: Monday- Art, PE Wednesday – LOTE Thursday- Music	4I Classroom Details: Teacher: Ms Lauren McDonald: mcl@alamandacollege.vic.edu.au Specialists Days: Monday- PE, Robotics Tuesday – Art Thursday- LOTE
4C Classroom Details Teacher: Ms Lara Stephens: stl@alamandacollege.vic.edu.au Specialists Days: Tuesday- PE Wednesday – LOTE, Food Technology Friday- Art	4G Classroom Details Teacher: Ms Melissa Fragiotta: frm@alamandacollege.vic.edu.au Specialists Days: Monday- LOTE, Art Wednesday – PE Thursday- Music	4J Classroom Details Teacher: Ms Melanie Fletcher: flm@alamandacollege.vic.edu.au Specialists Days: Monday- Robotics, Art Tuesday – LOTE Thursday- PE
4D Classroom Details Teacher: Ms Jacqui Deckker: jad@alamandacollege.vic.edu.au Specialists Days: Tuesday- Food Technology Wednesday – PE, Art Friday- LOTE		4J Classroom Details Teacher: Mr David McGill: mda@alamandacollege.vic.edu.au Specialists Days: Monday- Art, LOTE Tuesday – PE Thursday- Robotics
TTA Specialist Teachers Art: Ms Cicivelli PE: Mr Cramp LOTE: Ms Tiffany Food Technology: Ms Sylaidos	TTB Specialist Teachers Art: Ms Davey PE: Ms Pattenden LOTE: Ms Su Music: Mr Joveski	TTC Specialist Teachers Art: Ms. Mitchell PE: Mr Gray LOTE: Ms Lee Robotics: Ms Shaw

TERM 1 LEARNING

To begin the term, Year 4 students have been busy getting to know each other and settling into their new classrooms and routines. They investigated what the PYP values and attitudes are and collaboratively developed their Essential Agreements. This has allowed all classrooms to establish the foundations of a rich, well-organised and rigorous learning environment. The students also started to inquire into the ways that their brains like to learn. They have been reflecting on themselves as learners, and developing strategies to develop positive study habits. This part of the year is called 'Learning to Learn'.

STUDENT AGENCY

At Alamanda, we recognised the importance of student voice and agency in planning our Units of Inquiry. The school decided to use the James Beane model, a process by which student agency and voice can be more prevalent in our school overview of learning. We began by asking the students to share their personal and world wonderings for the Transdisciplinary Theme 'Who we Are' on Transition Day 2018. Within our new class, we then categorised these wonderings to identify the commonalities across the class and year level. The teachers then worked with The Australian Curriculum and the input of the students to plan the overall focus for our first Unit of Inquiry for the year.

This year we will be inquiring into (the Central Ideas and Lines of Inquiry are yet to be finalised);
Who We Are: Comparative religion and belief systems;
How We Express Ourselves: Performing Arts;

How The World Works: Weather systems/ Change of state/Atmosphere;
How We Organise Ourselves: Market places/Goods and services
Where We Are In Place And Time: Innovations in technology;
Sharing The Planet: Distribution of wealth/ Child rights

UNIT OF INQUIRY: WHO WE ARE

Central Idea:
Global citizens recognise and understand different belief systems.
Lines of Inquiry:

- An inquiry into the different belief systems and values around the world
- An inquiry into the connection between different belief systems
- An inquiry into our responsibility towards belief systems

Key Concepts:

- Function
- Connection
- Responsibility

Focus Attribute of the Learner Profile:
Open mindedness

Transdisciplinary Skills:
Analysis: Taking knowledge or ideas apart; separating into component parts; seeing relationships; finding unique characteristics;
Dialectical thought: Thinking about two or more different points of view at the same time; understanding those points of view; being able to construct an argument for each point of view based on knowledge of the other(s); realizing that other people can also take one's own point of view;

Respecting Others: Listening sensitively to others; making decisions based on fairness and equality; recognizing that others' beliefs, viewpoints, religions and ideas may differ from one's own; stating one's opinion without hurting others.

UNIT OF INQUIRY: LANGUAGE FOCUS INFORMATIONAL TEXT

During this Unit of Inquiry, our Language focus is informational texts. As a part of our tuning in, the students will begin to read and unpack a range of these texts, identifying the text structure and language features most commonly used by authors when writing these pieces.

The students will be explicitly taught how to compose their own informational texts, through teacher modelling and class joint construction. They will learn how to plan an informational text by deciding on the aspects of the topic that they intend on including. They will learn how to research from suitable sources and note-take (Cornell method), which includes identifying and categorising the key facts whilst ignoring irrelevant information.

The students will learn how to use their research notes to write their first draft by paraphrasing and elaborating on the information they have gathered. Throughout this drafting process, the students will participate in one-on-one conferencing with their teacher, and will be given regular, timely feedback and suggestions for refining, editing and proofreading their work.

As a part of their summative assessment for this Unit of Inquiry, the students will be informing their community about the doctrines and practices of a belief system through an information report.

UNIT OF INQUIRY: MATHEMATICS FOCUS

Wherever possible, mathematics will be integrated into the Unit of Inquiry. For example: timelines and mapping of belief systems in history; Statistics of different religious groups.

- Timelines
- Data Interpretation/collection
- Mapping

Victorian Curriculum Links
Civics and Citizenship - Citizenship, Diversity and Identity
Critical and Creative thinking
Ethical Capability
Intercultural Capability
Personal and Social Capability

OTHER CURRICULUM AREAS OUTSIDE OF OUR UNIT OF INQUIRY

Reading and Writing
In addition to reading (and writing) informational texts related to the Central Idea, the students will be focusing on building their reading comprehension through guided reading sessions, as well as reciprocal reading, readers workshops, and Author Studies. In Reading and Writing, the students will receive explicit instruction based on their needs, to help them develop their reading and writing skills to a high level. They will also participate in small groups, as well as work independently, to achieve their goals from the First Steps Reading and Writing continuums.

Speaking and Listening
In this unit, the students will develop their understanding as well as their communication skills by engaging in vigorous discussions and debates around the concepts related to our Central Idea and Lines of Inquiry. They will examine the concept of stereotyping and the difference between opinion and fact. The students will learn how to move beyond making bare assertions and take account of differing perspectives and points of view. They will express their ideas and opinions; clarify, interrogate and evaluate ideas; develop arguments, and participate in debates.

Writer's Notebook
In this unit, the students will be asked to record their observations, wonderings, thoughts, feelings and ideas related to the Central Idea and Lines of Inquiry. On occasion, they will also be provided with a stimulus. These 'seeds' will serve as stimuli for more formal writing. The writer's notebook is a safe place in which the writer may develop his or her writing skills by taking risks and experimenting with language. It is where the student can best develop his or her writer's voice.

Spelling
Spelling is run daily and includes the explicit teaching of spelling strategies as well as independent and small group spelling investigations. Time is also given to work on personal spelling goals and personal spelling lists. The spelling program is planned around the needs of the students, which are identified through student assessment data, their workbooks and The Australian Curriculum.

Handwriting
The Year Four students will have regular, explicitly modeled handwriting sessions. We will continue to focus on the revision of correct letter formation, entries, exits and joins. Students will self-assess their own letter spacing and size, the spacing between words and slope. At this time, print is being revised and following this, cursive instruction will be provided for the students who are ready for this.

Mathematics
This semester in Mathematics, we are working on key concepts from all strands. The teachers support the specific areas of need for each student (identified

through assessment data) through focused workshops. The students are also learning how to work toward their personal learning goals through an inquiry-based approach, both in small cooperative groups and independently.

Number and Algebra
Recall addition, subtraction, multiplication and division facts up to 10 x 10;
Understanding large numbers (to at least the tens of thousands);
Worded problems involving addition, subtraction, multiplication and division (no remainder) operations;
Money – calculating total costs and change to the nearest 5 cents;

Measurement and Geometry
Time concepts

Statistics and Probability
Statistics

Goal Setting
At Alamanda College, teachers support the students in setting and working on personal learning goals drawn from the First Steps Continuum and The Australian Curriculum. These areas include Writing, Reading, Spelling, Oral Language and Numeracy.

Restorative Practices
Alamanda College is committed to the process of Restorative Practice, which assists teachers, students and parents with building, maintaining and restoring relationships. Restorative Practice helps to build capacity to enable students to self regulate their behaviour, and contributes to the overall improvement of learning outcomes across the school. Within the classroom, students are maintaining healthy relationships with each other and with their teachers through mutual understanding and respect. When conflict or issues arise, students are encouraged to communicate and express their concerns, while reflecting on their actions and how they can improve the situation for themselves and others. These practices will be reflected in classroom Essential Agreements, and be revisited and referred to throughout the year.

Uniform
In Term 1, students are to wear full summer uniform: shorts and shirt for boys, dress or skort and shirt for girls, as well as navy blue socks and black school shoes. The Alamanda school hat is to be worn daily. Due to health and safety reasons, your child will be unable to participate in outdoor sport or games should he/she not have their hat. The sport uniform is to be worn on the day students have PE and is optional on Fridays. If your child temporarily does not have the correct uniform, please send in a note to the classroom teacher, or speak to them directly.

iPads
iPads (or laptops) are an important resource within our classrooms and will continue to be used regularly to support the curriculum. They need to be brought to school fully charged, every day and are the responsibility of the student. We also request that you purchase a set of headphones or earphones for your child (they do not need to be expensive). During inquiry investigations, the students often need to view documentaries and news reports from sites such as 'Behind the News'. They also need to view tutorials, create clips of their learning or listen to texts when working on their personal learning goals or during Numeracy or Literacy rotations.

We are looking forward to an engaging and meaningful unit of learning. If you have any questions, queries or concerns, please do not hesitate to contact your child's classroom teacher.

Kind regards,
Rachael Cunningham, Abe Ranner, Lara Stephens, Jacqui Deckker, Andrea Taliana, Irena Skrnjug, Melissa Fragiotta, Ashleigh Palmington, Lauren McDonald, Melanie Fletcher, and David McGill

SPECIALIST SUBJECTS

ART

During this year's first unit year 4 and 5 students will be inquiring into the surrealist art movement with the central idea, "Surrealism sought to liberate the subconscious and imagination to create art." Students will be finding out about the form surrealist art takes, who and when if was created and what these artists were trying to achieve.

Students will be exposed to a variety of 2D and 3D artworks and incorporating visible thinking strategies and discussions to unpack their ideas and develop their arts vocabulary. While responding to artworks students describe what they are viewing and then support their interpretation with evidence to justify their thinking. Students will be involved in a variety of lessons to expand their knowledge and develop their creativity as well as technical art skills and processes using, college, ink and watercolour pencils.

PYP Learner Profile has been incorporated to guide the students to understand how good learners learn and therefore take responsibility for their learning and be reflective of their learning in the art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

PHYSICAL EDUCATION

At Level 4, students build on previous learning in movement to help develop greater proficiency across the range of fundamental movement skills in a range of settings, including indoor, outdoor and aquatic. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.

The Level 4 curriculum also provides opportunities for students to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision making.

In term 1 of Physical Education, Grade 4 students will begin a focus on the rules, skills and strategies involved in Netball. Students are encouraged to be thinkers and inquirers as they collaborate with their peers to develop new skills and strategies to be implemented in competitive game situations. Students will reflect on their own performance, identifying strengths whilst focusing on improving areas of weakness.
Thereafter, students will focus on developing the one-handed strike through the modified sport of Speedminton. Students will be knowledgeable as they work with their peers to develop and refine the correct serving, forehand and backhand technique. They will be thinkers as they devise tactics to use in modified games.

Throughout every PE lesson, students are expected to display the PYP learner profiles

and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum participation in PE and ask for students to bring a hat and drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

LANGUAGE

At Level Four, students discover the distinctive features of the spoken language and begin to use Pinyin and tone marks to practise syllables and tones they encounter in new words. Students use Pinyin to write, knowing that characters represent the real form of writing in Chinese. They notice similarities and differences between the patterns of the Chinese language and those of English and other familiar languages.

In Term One of Language, students will be learning about Sports, as part of the Transdisciplinary Theme "How we express ourselves". A range of common sports, such as 足球(soccer)，排球(volleyball)，篮球(basketball)，游泳(swimming)，and 体操(gymnastics), will be introduced to the Grade 4 students. Then, they will apply the focused vocabulary to explain what they like and dislike, can and cannot play in regard to sports in Chinese, both verbally and written.

In learning and consolidating the topic, students will practise speaking and reasoning skills when they are learning how to name different sports in Chinese and distinguish the difference between 打(play via hands) and 踢 (kick). They will have opportunities to participate in group learning, whole class games, as well as pairing up activities. They will also work independently to practise listening, reading, writing and speaking in Chinese.
Students are encouraged to inquire, think, reflect, communicate, and cooperate. In class, the activities will reflect the attributes of Learner Profile. The PYP attitudes of curiosity, commitment, enthusiasm, and creativity are incorporated in teaching and learning.

FOOD TECHNOLOGY

During Food Technology this term, students in Grade 4 will continue developing their understanding of safety in the kitchen. They will commence with knife skills, continuing to develop their understanding of the claw and bridge grips, and when to use which method. Students will constantly engage in the importance of being hygienic around food as they practice cleaning up their work stations and washing their hands. They will explore flavours from different parts of the world, as we explore 'Street Food' from different cultures. Students will also be celebrating the Chinese culture. In term 1, they will recreate food that is traditionally prepared during the Chinese New Year as they welcome in The Year of the Pig. As students explore different cuisines they will continue to develop skills like folding, cutting, mixing and many more. Additionally, students will learn and understand basic first aid, for example what to do if you burn yourself.

Students will inquire into environmental sustainability, by considering the effects or impact our food choices have on the environment. For instance, buying fresh local fruit and vegetables to reduce the environmental impact of transporting imported foods.

Throughout every Food Tech lesson, students are encouraged to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to maintaining the safe and orderly working environment. We encourage all students to be risk-takers and open-minded by trying new or unusual foods, inquirers and effective communicators by asking lots of questions, caring and reflective during Food Tech. However, students also learn about dietary requirements as they become more knowledgeable about food allergies and cultural or religious dietary needs.

Students will have an opportunity to design their own recipe after several weeks of exploring tastes from different cultures. In designing their recipe, students will consider the environmental impact in their design. They will use their newly gained knowledge of the different flavour combinations and design a recipe. Additionally, students will have opportunities to explore different roles/occupations as they work collaboratively, they will have opportunities to change their roles, as they develop their communication skills.

Throughout the many opportunities to work collaboratively, students will continue to apply their knowledge of how to use/stay safe around the different technologies in the kitchen such as knives, ovens, frying pans, stove tops, chopping boards, toasters, and other utensils as the term progresses. At this level, students can use the technologies with greater independence.

ROBOTICS

In Grade Four, students apply and develop their technical coding knowledge and skills. They will develop their understanding of coding in detail, through applied robotics and hands on learning. Students are challenged to think deeply and to become confident problem solvers.

Students will learn how to create and execute programs using block and text coding, learning new coding tools such as functions, variables and conditionals. Students requiring extension will design and create pathways for their robots. They will learn how to create code to navigate their robot through these routes.

Throughout the program, students will be exposed to a variety of advanced, cutting edge robotic devices and coding applications. Lessons will encourage active learning through creative problem-solving tasks. Room will be allowed for students to explore and to develop their curiosity and questioning skills.

They will learn how to solve problems both systematically and creatively, and be involved in a balance of co-operative and independent learning experiences.

In addition to learning to code robotic devices, students will be introduced to website/user interface coding. Students will be introduced to HTML and CSS coding, and create a basic website using these two coding languages.

Students will inquire into fields of personal interest, where they could further develop and apply their coding skills. For example, widget, app and game development.

Students will be supported to take risks in their inquiries, and learning, by persisting with challenges and trying new things. Students will learn how to take responsibility for their learning via regular involvement in reflection, to actively determine their next learning steps.