





Our Lady Help Of Christians Term Three 2025 Overview

Year Level: Four: Teachers: Lisa Stella 4 S & Michele Witchell and Angela De Francesco 4W
lstella@olbruswickeast.catholic.edu.au mwitchell@olbruswickeast.catholic.edu.au
adefrancesco@olbruswickeast.catholic.edu.au

Over the term, the students will be working towards the learning outcomes and concepts outlined below.

RELIGIOUS EDUCATION	ENGLISH
<div data-bbox="404 447 496 579" data-label="Image"> </div> <p>Our term begins preparation for the First Eucharist. During this time, students will reflect on the significance of the Last Supper, where Jesus shared a final meal with His disciples and instituted the Eucharist. They will explore how this sacrament of initiation deepens our relationship with God and brings us closer to the Church community. Through prayer, discussion, and learning, students will come to understand the meaning of receiving the Body and Blood of Christ and how it strengthens their faith and commitment to living as followers of Jesus.</p> <p>Our Term Three unit, <i>Parish Community and the Holy Spirit</i>, will focus on different ways to contribute to the community. Students will reflect on their own strengths and talents and explore how these can be shared.</p> <p>The students will be:</p> <ul style="list-style-type: none"> examining and interpreting the scripture passage <i>Variety of Gifts but the Same Holy Spirit 1 Corinthians 12: 4–11</i>, reflecting on their own skills and talents explaining how to share their talents with others in a way that benefits themselves and others. 	<div data-bbox="1105 455 1308 569" data-label="Image"> </div> <p>READING & VIEWING The students will be:</p> <ul style="list-style-type: none"> making connections between the ways different authors represent similar storylines, ideas or relationships and forming opinions identifying key structures and features of narrative texts and production scripts identifying and discussing the use of descriptive adjectives to draw readers into the events of the text discussing the language used to describe traits of characters in stories including their actions and motives investigating direct and indirect speech, inferencing and setting in a text compare and evaluate texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other using comprehension strategies to build literal and inferred meaning and begin to evaluate texts by orally discussing context, text structure and language features. completing a book study on the text called <i>Charlotte's Web</i> by E.B White <p>WRITING The students will be:</p> <ul style="list-style-type: none"> developing an understanding of the structure and features of narratives and short scripts planning, drafting and editing of own narratives and short scripts re-reading writing to check for errors, such as correct use of capital letters, full stops and quotation marks developing their phonological knowledge through breaking words into syllables and sounds practising how to touch join, taking breaks in words, speed loops, diagonal and horizontal letters that are clearly formed and consistent in size.

	<p>SPEAKING & LISTENING</p> <p>The students will be:</p> <ul style="list-style-type: none">• interpreting ideas and information in spoken texts• planning and delivering short presentations and self-devised scripts• developing collaborative skills of cooperation and problem solving when engaged in conversation.
<p>MATHEMATICS</p> <div></div> <p>NUMBER</p> <p>The students will be:</p> <ul style="list-style-type: none">• building on their prior knowledge of multiplication and division facts to solve more complex problems• exploring a variety of multiplication strategies• practising recalling basic multiplication and division facts to support efficient problem-solving• recognising common equivalent fractions in familiar contexts and make connections between fraction and decimal notations• counting and representing familiar fractions on a number line• using their understanding of place value to represent tenths and hundredths in decimal form. <p>SPACE</p> <p>The students will be:</p> <ul style="list-style-type: none">• estimating and comparing angles using angle names including acute, obtuse, straight angle, reflex and revolution, and recognising their relationship to a right angle• creating and interpreting grid reference systems using grid references and directions to locate and describe positions and pathways.	<p>INQUIRY</p> <div></div> <p>This term, Year Four students will be deeply engaged in the inquiry question of 'What makes a great production?'</p> <p>This exciting exploration encompasses various aspects of creating and presenting captivating performances. Students are actively investigating the elements that contribute to outstanding productions, including storytelling, set design, costumes, lighting and sound. Through hands-on activities and research, they are analysing the techniques used in successful productions and learning about the importance of collaboration, creativity and attention to detail.</p> <p>COMPELLING QUESTION: What makes a great production?</p> <p>UNDERSTANDINGS:</p> <ul style="list-style-type: none">• A story can be told in many different ways.• Creating a production follows a process, which has many different elements to engage an audience.• We all have strengths to help collaborate together.• There are many ways to be effective communicators including sounds, words, bodies and images.• Personal strengths and talents continue to grow through performing.

PHYSICAL EDUCATION
Mr David Wittchell



In Term Three, the students in Year Four will focus on Athletics in preparation for the Brunswick District Athletics Carnival. They will learn new skills and will participate in running, jumping and throwing activities.



The students will also focus on ball skills and will continue to develop their skills in small groups and modified games. Students will focus on netball, soccer and tennis skills throughout the term.

STEM
Science, Technology, Engineering & Mathematics
Mrs Joanna Hanson



In STEM in Term Three, students will learn about animation from a real life animator. They will create a short animation showcasing their new skills. Students will also use the Lego Spike Kits, investigating ways of defining problems, brainstorming solutions and testing and refining prototypes. They will refine their problem-solving skills as they create a solution to a problem that has constraints, and improve upon others' ideas. Students will critically reflect on their learning, identifying failure points and success criteria when comparing, modifying and evaluating a solution. The students will improve their communication skills as they engage in a range of collaborative discussions about their solutions.

VISUAL ARTS
Ms Maegan Whiteley



In Term Three, Year Four students will explore the colourful world of French Impressionism, learning how artists like Claude Monet used colour and brushstrokes to capture landscapes. They will examine what makes Impressionist art unique, experiment with colour mixing and painting techniques and create their own Monet inspired landscapes. Students will also get creative with character design, developing imaginative personalities and bringing them to life by making puppets using socks and fabric. This learning will support their learning in the whole school production, as they explore character development and expression through Visual Arts.

ITALIAN
Mrs Angela De Francesco



Students will participate in a variety of interactive class activities and games designed to support their preparation for a scripted Italian role-play, which they will present to the class. These activities will focus on building familiarity with vocabulary, with particular emphasis on accurate pronunciation and fluency. The unit will culminate in a performance of the role-play, where students will be encouraged to use their voice, body and movement to convey their understanding of the Italian script.

SOCIAL and EMOTIONAL LEARNING (SEL)

Positive Behaviour for Learning (PBL)

In Term Three, we are continuing to review our Positive Behaviour for Learning (PBL) expectations and practise the skills that support a safe, respectful, and responsible school environment. These sessions reinforce our school values and help students build consistency in their behaviour across all areas of the school.

Carlton Respects Program

This term, students will continue to take part in the Carlton Respects program, which promotes respect, equality and healthy relationships. Through age-appropriate discussions and activities, students will explore the importance of treating others with kindness, understanding different perspectives, and standing up for what is right. The program supports our school's commitment to creating a safe and inclusive environment for all.

SEL

Throughout our SEL unit this semester, students will be undertaking lessons supported by the Berry Street Education Model (BSEM) and the Rights, Resilience and Respectful Relationships (RRRR) program. This term the focus is on exploring positive coping strategies to help students manage challenging emotions and situations.

COMPELLING QUESTION:

How can learning to cope positively help me feel calm, confident and in control?

UNDERSTANDINGS:

- Everyone experiences a range of emotions in different ways.
- There are strategies we can use to calm ourselves down and cope with challenges.
- Positive self-talk can help us manage negative thoughts and feelings.
- Learning to cope in healthy ways helps us feel more in control and ready to handle change.
- We can support others by sharing strategies and practising empathy.

TIMETABLES

Library Borrowing 4S and 4W Library

STEM	4S and 4W Wednesday
ITALIAN	4S and 4W Tuesday
PHYSICAL EDUCATION	4S and 4W Wednesday
VISUAL ARTS	4S Thursday 4W Tuesday

Seesaw

Have you downloaded the Seesaw App onto your device to be informed about your child's learning?
Please contact your child's class teacher to gain access.

