**Our Lady Help Of Christians**

**Term Two 2025 Overview**

Year Level: Four Teachers: Lisa Stella 4S Michele Witchell and Angela De Farncesco 4W

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

| **RELIGIOUS EDUCATION**  **Social Justice**    During Term Two, students will be preparing to receive their First Eucharist and reflecting on their Catholic Faith journey and their sense of belonging to the Church.  Students will be:   * developing their relationship between God, Jesus, and the Holy Spirit as expressed in the New Testament * interpreting the Mass and the Sacraments of Initiation, understanding their significance in relation to everyday life * reading and reflecting on the Gospel reading according to Luke 22: 13–20- The Last Supper.     Students will also be learning about Social Justice through the lens of Jesus’ teachings and Catholic Social Teaching. They will explore how Jesus' commandment to “love one another” calls us to show kindness, compassion, and respect in our daily interactions.  Students will be:   * investigating how Catholic Social Teaching offers us guiding principles—such as dignity, solidarity, and the common good—that help us make just and ethical decisions * interpreting both local and global decisions through these teachings, considering fairness, justice, and care for others * reflecting on how choices have consequences, drawing on their understandings from the parables of The Sower and the Seeds and Jesus and the Samaritan Woman. | **ENGLISH**    READING & VIEWING  The students will be:   * discussing the similarities and differences of a range of informative texts * identifying key structures and features used in informative texts * applying comprehension strategies of comparing and contrasting to build literal and inferred meaning.   WRITING  The students will be:   * constructing information reports, including developing research skills and presenting information in a structured format to communicate ideas and concepts * developing phonological knowledge by breaking words into syllables and sounds * recognising how quotation marks are used in texts to signal dialogue, titles and direct speech * practising letter formation with clearly-formed joined cursive penmanship and increasing fluency and automaticity when handwriting.   SPEAKING & LISTENING  The students will be:   * interpreting key ideas and information in spoken text and identifying key points * planning and delivering short presentations providing relevant facts. |
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| **MATHEMATICS**    NUMBER  The students will be:   * understanding the concept of odd and even numbers * identifying and categorising numbers as odd or even * learning to read and write numbers up to thousands using place value * solving problems involving estimation to enhance mathematical reasoning * recognising and creating patterns involving doubling and halving * practising problem-solving using doubling and halving strategies * fractions and decimals can be used to represent parts of whole numbers.   ALGEBRA  The students will be:   * exploring the relationship between multiplication and division through patterns * working with multiplication facts up to 10x10 and related division facts.   MEASUREMENT  The students will be:   * exploring how perimeter and area are measurable attributes of two-dimensional shapes * explaining how two-dimensional shapes can be described and classified by their properties; shapes and patterns can have one or more lines of symmetry and/or rotational symmetry.   SPACE  The students will be:   * recognising line and rotational symmetry of shapes and creating symmetrical patterns and pictures * explaining how two-dimensional shapes can be described and classified by their properties; shapes and patterns can have one or more lines of symmetry and/or rotational symmetry.   STATISTICS & PROBABILITY  The students will be:   * describing how data representations can vary, depending on their purpose; evaluating graphical representations for accuracy. | **INQUIRY**    The students will be learning about how all living things are connected and depend on each other to survive, each playing an important role in their environment, how they grow, change over time and have young that are similar to themselves. Plants and animals live in ecosystems that provide the food, water, and shelter they need to live. Scientists study and group living things to better understand the variety of life on Earth, known as biodiversity.  **COMPELLING QUESTION:** How and why is interdependence important for all living things?  **UNDERSTANDINGS:**   * All living things have a role to play and are interdependent within the environment. * Living things grow, change, and have offspring similar to themselves. * Plants and animals live in ecosystems which provide what they need to survive. * Researchers classify and organise information to understand biodiversity. |

| **PHYSICAL EDUCATION**  **Mr David Witchell**    During the first two weeks of Term Two, the students in Year Three will continue to focus on athletic skills, such as throwing, jumping and running. This is in readiness for the athletics carnival in early Term Two. The students for the remainder of the term will learn new and develop new skills in the areas of Australian Rules Football and basketball. The students will focus on the skills of kicking, marking, dribbling, passing and shooting during these lessons. Students will also have the opportunity to represent our school in cross country by competing in school trials. | **STEM**  **Science, Technology, Engineering & Mathematics**  **Mrs Joanna Hanson**    In STEM in Term Two, students will explore how solids, liquids and gases have observable properties. They will experiment with adding or removing heat energy to cause a change in state. The students will also investigate the properties of man made and natural materials. They will use data tables to collect the results of their experiments. There will be a focus on the students communicating their findings using story telling, diagrams and digital drawings. The students will use the data to develop a prototype and focus on documenting their design ideas using annotated drawings. |
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| **VISUAL ARTS**  **Mrs Maegan Whiteley**    In Term Two of Visual Arts, Year Four students will immerse themselves in the captivating work of Georgia O'Keeffe, exploring her expressive use of line, shape and colour in her iconic floral paintings. Students will create vibrant mixed-media floral designs, combining oil pastels and watercolours to produce rich, dimensional artwork. They will also create artworks inspired by Leonardo da Vinci's Mona Lisa, reimagining the classic portrait with their own "Cartoon Mona Lisa." By drawing exaggerated cartoon faces, students will develop their skills in stylised portraiture, blending the timeless elegance with modern interpretations. | **ITALIAN**  **Mrs Angela De Francesco**  Students will learn to identify and name common animal habitats in Italian, such as *la foresta* (the forest), *il deserto* (the desert), and *l’oceano* (the ocean). They will practise matching animals to their appropriate environments using simple Italian sentences, for example: *Il lupo vive nella foresta* (The wolf lives in the forest). Through these activities, students will continue to build foundational vocabulary related to animals and their habitats.  To support their learning, students will take part in a variety of interactive activities including songs, games, and storytelling, thus drawing connections between Italian and English words and concepts. |

| **SOCIAL and EMOTIONAL LEARNING ( SEL )**  Positive Behaviour for Learning (PBL)  In Term Two, 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 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). This term, our focus is on identifying and developing personal strengths. Lessons will assist students in building self-awareness, strengthening their relationships, and recognising the value of their own and others' abilities. These sessions aim to promote student wellbeing, improve engagement, and support academic and social success.  COMPELLING QUESTION:  How can knowing my strengths help me grow and connect with others?  UNDERSTANDINGS:   * Everyone has personal strengths and challenges. * Recognising our strengths helps us build confidence and resilience. * Positive relationships are built on good communication and cooperation. * We can grow by identifying the skills and strengths we want to develop. * Cooperative behaviour helps us work well in group activities and connect with others. | **TIMETABLES**   | Library Borrowing | | | --- | --- | | 4S | Friday | | 4W | Friday |  | Specialists | | | --- | --- | | STEM | Wednesday | | ITALIAN | Tuesday | | PHYSICAL EDUCATION | Wednesday | | VISUAL ARTS | 4W Tuesday  4S Thursday |     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. . |
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