

Year 4 Term 1 Newsletter

Our Year 4 team for 2020 is Hayden Callahan (4A) and Amy Cain (4B) and Belinda Ahern (4C).

We are excited to be able to work with such a lively and creative bunch of students and aim to provide a stimulating and engaging learning program that is challenging and supportive for all.

As members of the senior school, we focus on building students' resilience, improving their communication skills and increasing their independence. Being in Year 4 will be a very exciting and busy time for your child. Our aim is to consolidate and extend your child's understanding in the areas of Literacy, Numeracy, and Physical and Personal development. Each teacher has high expectations and will expect your child to do their best at all times.

We believe that all year 4 students should always try to:

*Take on the responsibility of being a good role model for the junior year levels
Constantly look to improve everything they do (have a growth mindset)
Show respect for their peers, teachers, other children and the school environment
Be curious about the world around them.*

We are looking forward to meeting all the families in Year 4 and encourage you to continue to form strong partnerships with us through regular communication. You will find us outside the classrooms each afternoon after the bell so please come over and say hello. If ever you have any questions or concerns, please make a time to see us so that we can maximise the learning opportunities for your child. We are generally free to meet most days of the week (excluding Tuesday afternoons which are our staff meeting times).

Progress reports

In 2020 we will be launching 6 weekly Semester/Progress Reports as we aim to provide regular feedback to our students and families on the learning and teaching that happens here at Edithvale Primary.

Each Semester there will be 2 progress reports and an end of Semester report. The end of Semester reports will include details about students' achievements measured against the Victorian Curriculum.

The first progress report will be available to parents via COMPASS at the end of Week 7 - March 13.

The second progress report will be available to parents via COMPASS at the end of week 4 term 2-May 8.

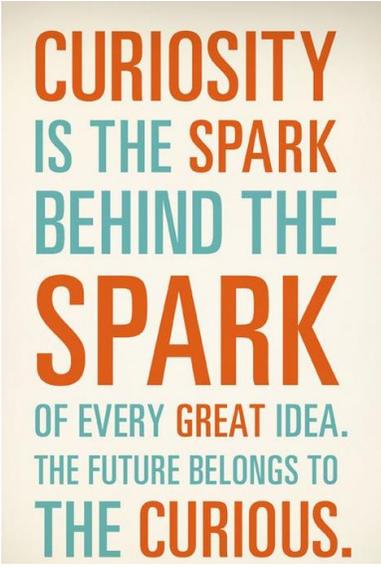
End of semester 1 report will be available end of week 10 term 2- June 19.

The information contained in each report will provide a quick snapshot of your child's progress in the areas that have been taught over a 6 week period. Each year level will have different foci and as such, the reports will contain some differences from year level to year level.

Below is an overview of our structures and programs that aims to help inform you of what we teach and how we teach. If you'd like to find out more about any of these programs, please drop by for a chat. At the beginning of this term we will focus on:

English - Reading using CAFÉ and Daily 5: This program teaches **Comprehension, Accuracy, Fluency and Expanding** vocabulary strategies (**CAFE**) and encourages students to choose 'Good Fit' books from a range of sources. As a part of our CAFÉ mini lessons over the course of term 1, students will be focusing on 'making inferences' based on what they have read, 'retrieving explicit information' from a given text as well as 'determining author's purpose'. The students will read a range of books that they want to read. Students in Year 4 will also take part in the Premier's Reading Challenge this year. PRC books will be available for borrowing by students from the school Library.

Writing - Students will plan, draft, and publish their writing following the structure of the Seven Steps to Writing Success program. Students will learn that to be an effective writer they need to include lots of interesting ideas, engaging vocabulary and go through a process of brainstorming to source ideas and word options. This term we will focus on sizzling starts, planning and tightening tension in both narrative and persuasive writing. Students will be taught spelling rules and strategies to help them spell unfamiliar words. We will be exploring the meaning of words and encouraging the students to use a wider vocabulary in their writing.



CURIOSITY
IS THE SPARK
BEHIND THE
SPARK
OF EVERY GREAT IDEA.
THE FUTURE BELONGS TO
THE CURIOUS.

Please click on the link below to find some resources which might help you work with your child to help with their English:

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx>

Mathematics - This term we will be focusing on revising and improving our knowledge of place value, with an emphasis on reading large numbers correctly, renaming and using place value to help us with mental arithmetic. Mastering this skill and having a good understanding of numbers will help the students grasp content taught later in the year more easily. The students will work on their problem solving and thinking skills to solve worded problems using strategies such as 'Look for the important words in the question', 'Look for a pattern' and 'Have a go'.

A big focus within the maths classroom to begin the year is going to be on 'time'. Students will be encouraged to use the correct language when reading the time (minutes 'past' the hour and minutes 'to' the hour) as well as learning strategies to help them tackle elapsed time worded problems. Students will be challenged through authentic time based problems where they will need to apply their skills when analysing timetables for buses, trains and flight schedules among many others.

Please click on the link below to find some resources which might help you work with your child to help with their Maths:

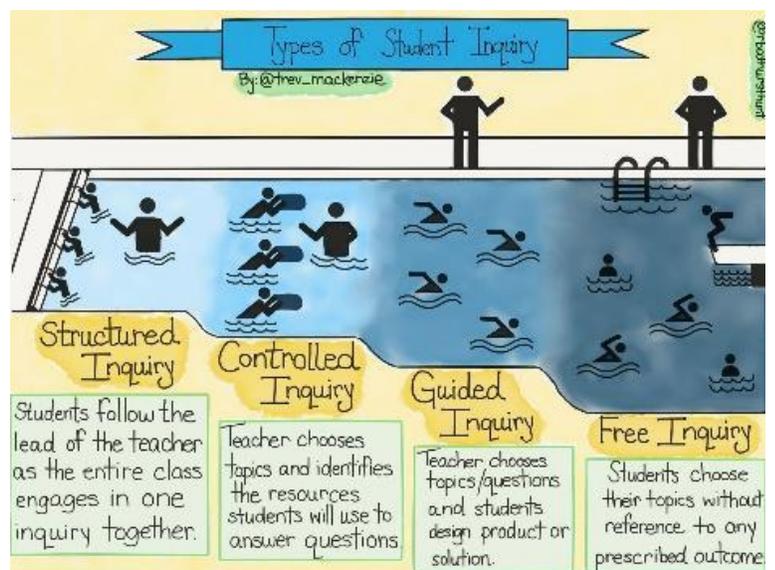
<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/maths-and-numeracy-at-home.aspx#link8>

Wellbeing – Happy, healthy kids learn better and it is this idea that forms the heart of our Wellbeing program. Students will participate in activities from the Resilience, Rights & Respectful Relationships program as well as The Resilience Project every Monday afternoon. These lessons aim at equipping them with the skills they need in order to maintain a happy and healthy lifestyle both in and out of school. Our students will share and express their ideas during circle time activities, closely explore the character strength of gratitude and take part in mindfulness meditations as a way of allowing them to have a clear mind when in the classroom. Our students will also be introduced to the 'Zones of Regulation', which are a series of coloured zones to help students self-regulate their emotions.

Project Based Inquiry Learning (PBIL) –

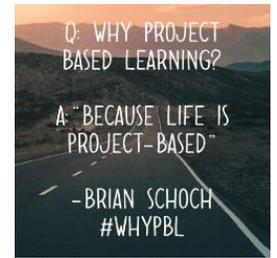
What is PBIL?

Project Based Inquiry Learning is our Whole-School approach to exploring key ideas across the Victorian Curriculum in a different and engaging way. Each project is authentic and has a real world-context where students are collaborating, creating, researching and designing in order to answer their big question posed at the beginning of their unit. A key feature of this approach to learning is that it is driven by student voice and choice in the way that they design a product, how they work and how they use their time. How this looks differs as students' progress through the year levels (see Types of student inquiry image >>). Each unit of inquiry culminates in a public product where students are able to showcase their learning to those beyond the classroom.



Why PBIL you might ask?

“Project-based learning experiences give students opportunities that they would never have in school otherwise.” (Juliani, 2018)



What does PBIL look like in Year 4 this term?

Our big question:

How do town planners design thriving communities?

To answer this question, students will be exploring the roles of the various levels of Government (Federal, State, Local) and how they each play a part in the communities we live in. In collaborative groups, students will be challenged to look through the lenses of the various people that make up our communities as they proceed on their way to creating their very own thriving communities.

A huge part of any PBIL unit centres around engaging with the community both within our school and beyond. We are seeking assistance from anyone who might be able to share their knowledge with our students. Don't be shy we would **love love love** to hear from you!! Whether you are a town planner, work in a Federal, State, Local government or council role or know someone who does. The further our student's learning extends beyond the classroom, the better off we all are 📧

Science - For Science this term we are looking into the 'Physical World'. Students will be learning that forces can be exerted by one object on another through direct contact or from a distance. The students will be participating in a variety of activities and experiments that display how different forces work.

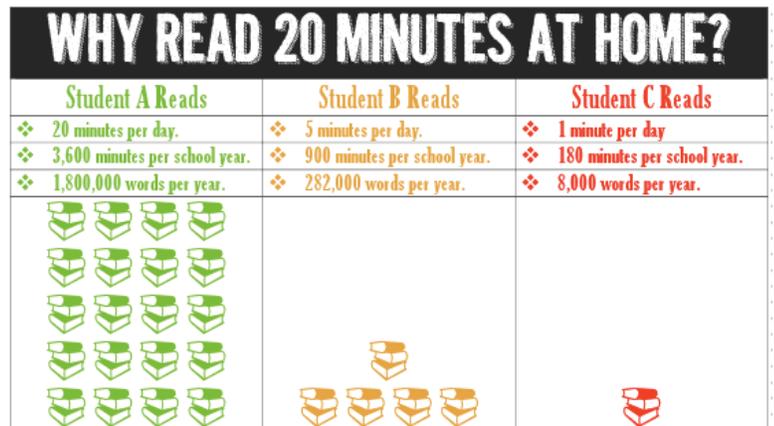
Specialist Timetable-

	4A	4B	4C
Physical Education	Wednesday 12:30pm	Wednesday 11:30am	Monday 10am
French	Wednesday 11:30am	Monday 10am	Wednesday 12:30pm
Art	Monday 10am	Wednesday 12:30pm	Wednesday 11:30am

Home Learning-

As part of home learning we expect students to be reading at least 20 minutes five times a week. If they could record their reading in their home learning book on the inside cover (we have provided them with a reading log), this will help us to keep track of their reading and also help when it comes to adding books for the Premier's Reading Challenge (PRC) later in the year.

Students will come home with spelling word lists to help reinforce the learning being done during the explicit spelling lessons we do at school. We will provide students with a number of activities that they can bring home and use to help them learn these spelling words. Even if it is something as simple as testing your child on a few words over dinner, we know that every little bit will help.



We would love for families to make learning of the multiplication facts a fun experience. The students will rely heavily on this knowledge throughout the year. Try goal setting and playing games on smart phones or tablets to increase the engagement of this activity. If you have access to a computer, *Multiplication.com* has a great games section. As a part of home learning we will also be setting students tasks on *MangaHigh* each week to complement the learning we are doing in class. We can also provide extra activities for students if needed.

As mentioned earlier, 'telling the time' is a big focus for us to begin the year and we would love you to test your children on how to tell the time with an analogue clock. If you are looking for a gift for your child in the near future, look no further than a 'groovy' **analogue** watch. This will sure help to speed up this all important learning process 📧

Book talk:

Here are some questions to ask your child before, during and after they read. You'll be amazed by how much this may help them comprehend what they have read.

Before reading	During reading	After reading
<p>Looking at the title, cover and illustrations/pictures, what do you think will happen in this book?</p> <p>What makes you think that?</p> <p>What characters do you think might be in the book?</p>	<p>What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)</p> <p>What do you predict will happen next?</p> <p>How do you think the story will end?</p> <p>Why do you think the character did _____?</p>	<p>Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?</p> <ul style="list-style-type: none"> • Were your predictions correct? Where did you have to fix your prediction as you read? • If there was a problem, did it get solved? How did the character try to solve the problem? • What happened because of the problem?

10 questions to ask your child instead of, "how was your day?"

Here are some questions to avoid you getting that dreaded one word answer of "good" or "fine".

- 1) What made you smile today?
- 2) How did somebody help you today?
- 3) Do you like the seat you were assigned in class? Why?
- 4) What was the best thing that happened at school today?
- 5) Tell me one thing you learned today.
- 6) Who had the best lunch?
- 7) If you were the teacher, what would you teach your class?
- 8) Did someone help you today?
- 9) Is there anyone in your class who needs a time-out?
- 10) What games do kids play at recess?

Key dates -

Sports clinic (Year 3-6) – Wednesday 13th February

School photos – Monday 24th February

District swimming – Wednesday 19th February

Inflatable Multi Sports Program - Wednesday 26th February

Curriculum day (student free day) – Friday 13th March

Camp Manyung (Term 2)- Wednesday 3rd June – Friday 5th June

Looking forward to a fun filled term with you all.

Kind Regards,

Hayden Callahan, Amy Cain and Belinda Ahern ☺