

# Year 4 Term 1 Newsletter

Our Year 4 team for 2021 is Dinelle Bates (4A) and Jacqui Miller (4B).

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 of students 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 2021 we will be continuing Semester/Progress Reports throughout the year, 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 a progress report 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 towards the end of term (March 26th).

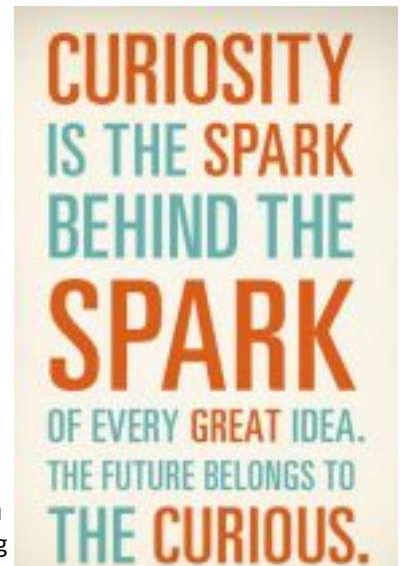
The information contained in each report will provide a quick snapshot of your child's progress in the areas that have been taught over a 8-10 week period.

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 'retrieving explicit information' from a given text as well as 'determining author's purpose'. The students will be encouraged to use Phonemic Awareness strategies to decode unfamiliar words in texts, which will tie in from our phonics program in the mornings.

**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 sentence structure, punctuation with a big focus on persuasive writing. We will be exploring the meaning of words and encouraging the students to use a wider vocabulary in their writing.

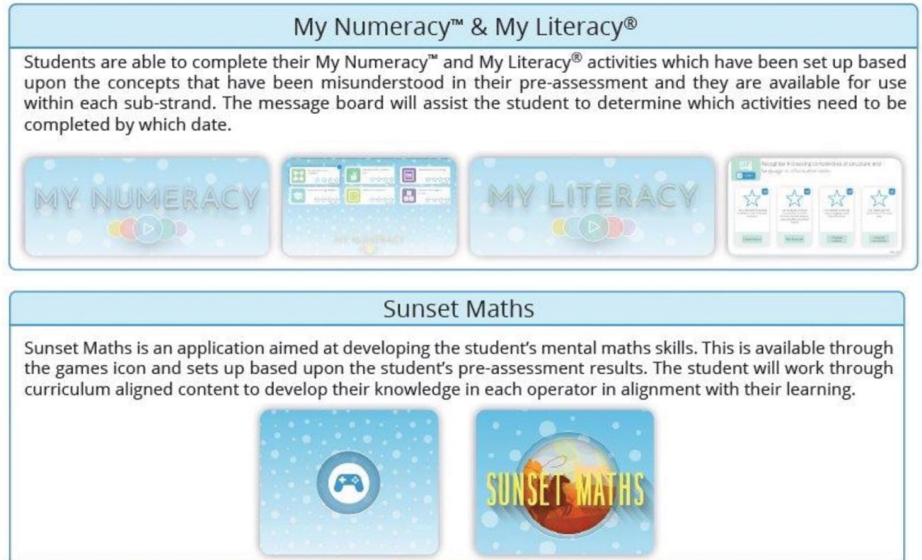
**Mathematics** - All teachers at Edithvale Primary follow the 'Booker' Sequence for teaching Maths. This developmental sequence is used for teaching all place value/number skills and four processes: addition, subtraction, multiplication and division. The following Place Value/number topics will be covered this term: place value, with an emphasis on reading large numbers correctly, renaming and using place value to help us with mental arithmetic. Another big focus for year 4's in Mathematics is the students learning their



multiplication facts, addition and subtraction algorithms. Students are also encouraged to practise their multiplication facts at home. 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.

**Essential Assessment - Sunset Maths -** Essential Assessment is an online platform that can be used by students to assist them to continue to develop from their current understanding in relation to the Maths curriculum. Later this term, students will receive a login for 'My Numeracy' and 'Sunset Maths' along with instructions on how to access the platform. Sunset Maths will be replacing the previously used Mangahigh program.



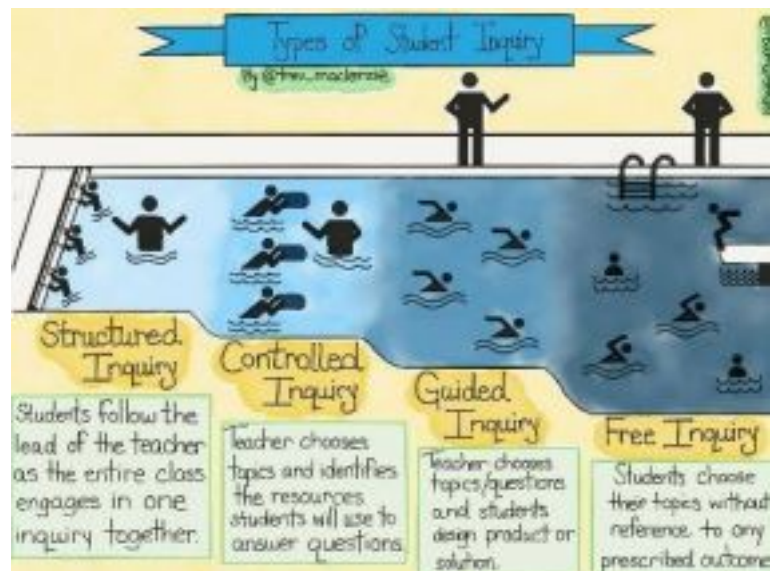
**Wellbeing –** Happy, healthy kids learn better and it is this idea that forms the heart of our Wellbeing program. This year throughout the school we will have a dedicated Wellbeing time each afternoon with teachers using a variety of resources to support the mental, physical, social and emotional wellbeing of our students. Teachers will employ a range of strategies including circle time and restorative practice discussions in addition to our key programs which include:

- The Resilience Project focusing on gratitude, empathy, mindfulness (G.E.M) and ways to practice these in everyday life with emotional literacy included to promote positive mental health
- Resilience, Rights and Respectful Relationships to develop social, emotional and positive relationship skills
- The Zones of Regulation guiding students in becoming more aware of and independent in controlling their impulses, sensory needs and improving their conflict resolution skills

**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.



**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** 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** - This year classes across the whole school will enjoy a 50 minute specialised Science lesson each week. These sessions will take place in the newly constructed science room and be an exciting addition to the learning done at our school. The 4 key domains of science; Physical, Chemical, Biological and Earth and Space will be covered throughout the year and provide students with classroom learning that assists them in understanding their world around them. This term students will enjoy a unit of work on Physical Sciences where they will develop understanding through a variety of hands on experiences and collaborative opportunities. The key learning for students this term will be around different forces and the ways in which energy can be produced.

### **Specialist Timetable**

	<b>4A</b>	<b>4B</b>
<b>Physical Education</b>	Wednesday 11.45	Tuesday 2.10
<b>French</b>	Monday 11.45	Wednesday 10.10
<b>Art</b>	Thursday 11.45	Monday 11.45
<b>Science</b>	Tuesday 2.10	Wednesday 11.45
<b>Robotics</b>	Wednesday 2.10	Thursday 2.10

### **Art**

The Visual Arts program aims to provide for and nurture student learning through a variety of sequential activities that develop fine motor skills, and link to learning in the classroom where possible. In year 4 students explore a variety of art media whilst extending their understanding of the art elements of colour, line, texture, pattern and composition. They begin to plan, select, arrange and make choices related to developing their artwork. Students are encouraged to respond and reflect on their own artwork and the artwork of others.

### **French**

The French program will provide opportunities to exchange greetings and wishes, respond to familiar instructions and to questions. They share simple ideas and information, express positive and negative feelings and ask for help, clarification and permission. The multicultural learning opportunities have developed students' ability to identify similarities and differences in the French and English language mechanism.

### **PE**

Students in grade 4 will participate in weekly 50 minute Physical Education lessons where the development of fundamental motor skills and movement patterns have been combined into a games-sense approach. This term students will focus on striking and fielding games and will learn the rules, scoring systems and develop the skills involved in cricket, kickball, tee-ball, rounders and other modified games.

### **Robotics**

It is with great excitement that we inform you that the Year 4s will be engaging in a fun-filled robotics program in Semester 1! Students will have the opportunity to further their skills in coding as they problem solve and explore the various possibilities provided to them using the 'Sphero Bolts'. To tie this learning experience in with our PBIL unit, students will be challenged to answer the following question:

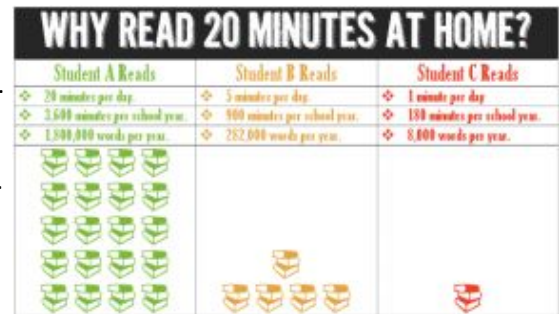
How can our knowledge of coding get our sphero to navigate through a town map?

### Home Learning

As part of home learning we expect students to be reading at least 20 minutes five times a week. To record the students reading this year we would like to incorporate Seesaw. Students will take a photo of books they have read and upload to a specific folder in their account. In this space they will also be able to explain what they thought of the book. This record 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.

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 mentioned earlier, 'telling the time' is a big focus for us to begin the year. Please practise this with your child at home in real situations. E.g. What time is it? We are having dinner at 6:30. How long until dinner?



**Seesaw** - As a school, we will continue using Seesaw in 2021. Your child will receive a new login/ QR code shortly to give them access to their new learning space for their current class. This space will be used to create a portfolio of the students reflections throughout the year and for home learning activities. Extra support or extension activities will also be sent for those students who we think would benefit from it. We look forward to using this space as a great way to share your child's successes throughout the year and give you, the parent, some extra insight on how we teach certain skills, so you can best assist your child if needed.

### 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? 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"> <li>• Were your predictions correct? Where did you have to fix your prediction as you read?</li> <li>• If there was a problem, did it get solved? How did the character try to solve the problem?</li> <li>• What happened because of the problem?</li> </ul>

**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?

6) Who had the best lunch?

2) How did somebody help you today?

7) If you were the teacher, what would you teach your class?

3) Do you like the seat you were assigned in class? Why?

8) Did someone help you today?

4) What was the best thing that happened at school today?

9) Is there anyone in your class who needs a time-out?

5) Tell me one thing you learned today.

10) What games do kids play at recess?

### **Key dates -**

**Welcome BBQ** - Friday 12th February at 3.45pm

**Labour Day** - Monday 8th March

**District swimming** – Wednesday 17<sup>th</sup> February

**Easter Market** - Friday 26th March (afterschool)

**School photos** – Monday 22nd February

**Camp Manyung** - Aug 2nd - 4th (**Term 3**)

**Curriculum day (student free day)** – Friday 5th March

Looking forward to a fun filled term with you all.

Kind Regards,

Dinelle Bates and Jacqui Miller ☺