

Year 4 Term 1 Newsletter

Our Year 4 team for 2022 is Dinelle Bates (4A) and Nathan Pearson (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 2022 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.

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 9-11 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:

Literacy Instructional Model: This includes the 50 minute Phonemic Awareness session, Reading Comprehension and Writing

Review 10 minutes	Revisit of letter/sounds learnt in previous lessons using Orton Gillingham Drill Cards. Morphology: e/es- makes plural, 'i/ng' is a suffix showing present tense Dictation: Check in of sounds being studied/revised
Phonics or Morphology 30	Phonics-Explicit spelling/sound lesson- this will include using Dandelion Decodable readers to explore sounds, as well as practising decoding strategies when reading these stories SMART Spelling word lists to practise decoding strategies. Students will continue to learn Morphology Awareness as they investigate prefixes/root/suffixes found in words, and will be introduced to a 'Lexicon' morphology dictionary. The Lexicon will showcase morphemes (smallest unit of sound in a word) and meaning e.g. Prefix 're' means to repeat or do again Root word 'vid' means to see Suffix 'ing' present tense- added to verbs
Reading Fluency 10 minutes	Students will practise pace and expression in reading. Fluency tasks will include word lists, sentences, paragraphs and or short stories. Fluency lists/passages are practised throughout the week and students have the opportunity to share reading with each other.

Reading Comprehension - Students will be learning strategies to assist with knowledge and skills for reading. Strategies will include word level reading skills, fluency, oral and written language, background knowledge and vocabulary. Students will be learning how to actively and closely read for meaning and make connections during reading, use effective strategies (e.g., summarizing, questioning). They will practise how to rescue themselves (re-reading, reading ahead a little, asking for help). Students will think about what they take away from the text immediately and afterward, and what they can do with that information (e.g., writing, discussion, analysis, application to other texts).

Writing - Students will be reviewing sentence structure, sentence types, and using this knowledge to write compound and complex sentences, and paragraphs to show the extension of their ideas. Writing genre will include Narratives, Recounts and Persuasive writing. Writing will also include handwriting practice, punctuation and dictation.

Biographies- Linking without PBIL unit on explorers students will be investigating biographies. Students will look at the features of biographies, different modes of biographies such as autobiographies and biographies. Students will also be exploring a range of biographical texts and biographical mediums during this time to assist them in the development of their PBIL projects.

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, ordering numbers, 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 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. Students early this term will also use the Winter Olympics as a theme to learn about measurement and time duration.

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.

The image shows a digital interface for educational programs. The top section is titled "My Numeracy™ & My Literacy®" and contains text explaining that students can complete activities set up based on pre-assessment results. Below this text are four icons: "MY NUMERACY", a grid of activity icons, "MY LITERACY", and a "Need help? Access a collection of resources and strategies for online activities" link. The bottom section is titled "Sunset Maths" and contains text explaining it is an application for developing mental maths skills. Below this text are two icons: a game controller icon and the "SUNSET MATHS" logo.

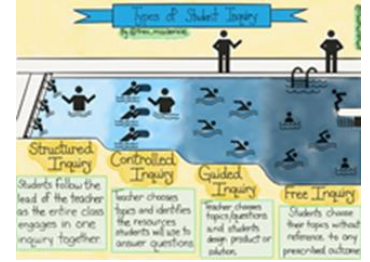
Wellbeing – Happy, healthy kids learn better and it is this idea that forms the heart of our Wellbeing program. This year throughout the school we will have a dedicated Wellbeing time on Monday and Tuesday afternoons with teachers using a variety of resources to support the mental, physical, social and 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.



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 have explorers had an impact on the world throughout history?

In PBIL this term we will be investigating how explorers have shaped our understanding of the world around us and the impact that they have had on people. Students will explore a range of explorers from history, modern times and space. They will then have an opportunity to discover more about their chosen person culminating in a famous faces exhibition where your child will become their chosen person sharing their learning experience in an exhibition style event.

Science - The Science program provides students with hands-on science experiences where they can construct their own scientific understandings. This term, students will be working within Chemical Sciences to explore materials such as plastics and metals as well as their properties and uses. They will work weekly to design and build sculptures for our environment that incorporate these materials. Students will implement Science inquiry skills such as; questioning, planning, conducting, evaluating and communicating.

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. In term 1 students will be working on self portraits, they will learn about Frida Kahlo, and focus showing their strengths. 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 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 throwing and catching games and will learn the rules, scoring systems and develop the skills involved in cricket, basketball, rounders and other modified games.

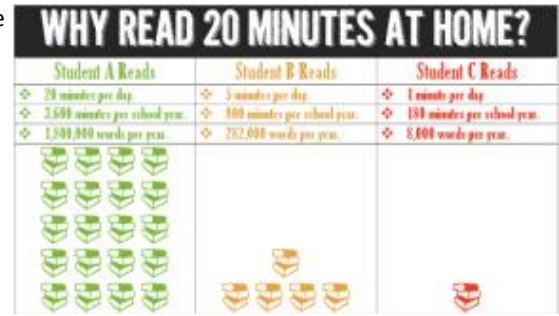
Specialist Timetable

Subject	4A	4B
Physical Education	Monday 10:40	Tuesday 10:40
French	Thursday 9:00	Wednesday 12:50
Art	Wednesday 12:50	Thursday 9:00
Science	Tuesday 10:40	Friday 10:40

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 smartphones or tablets to increase the engagement of this activity. If you have access to a computer, *Multiplication.com* has a great games section. The students also love playing <https://www.topmarks.co.uk/maths-games/hit-the-button>



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 - Seesaw is back! Let’s not be scared and get all nervous about the prospect of more remote learning. Seesaw is a fantastic tool that was created long before Covid-19 hit the world. Seesaw helps build a great communication chain between parents, students and teachers about the students’ learning. It provided the students with a safe place to share their achievements, how they are feeling about their learning, for consolidating areas of need and to show what they are doing in the classroom. We will be using this platform to post student work, reflections, videos etc. each week.

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
Looking at the title, cover and illustrations/pictures, what do you think will happen in this book? What makes you think that? What characters do you think might be in the book?	What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.) What do you predict will happen next? How do you think the story will end? Why do you think the character did _____?	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? • 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?

Key dates -

District swimming – Friday 18th February

Easter Market- Friday 1st April

School photos – Monday 21st February

Last Day of Term 1 – Friday 8th April (Early Dismissal 2.30pm)

Labour Day - Monday 14th March

Camp Manyung - June 8th - 10th (Term 2)

Looking forward to a fun filled term with you all.

Kind Regards,

Dinelle Bates and Nathan Pearson 😊