Dear Parents/Guardians,

The teachers of the grade four learning community; Mrs. Adaleta Altun, Mr. Jonathan Brown, Ms. Keiko Martin, Mrs. Rebecca Moore, Mrs. Erin Prowd and Mrs. Anita Uschakov would like to welcome the year 4 students and their families to 2013. We are excited and enthusiastic about our first term of teaching and learning. We look forward to building positive relationships with you and your child this year.

We have started Term One by exploring ‘who we are’ with a focus on ‘Learning how to Learn’. The Learning File brings forth the understanding of how powerful the brain can be. Various thinking tools will be utilised during this learning time including; mind mapping, brainstorming, multiple intelligences, goal setting using the SWOT analysis (Strengths, Weaknesses, Opportunities and Threats). Goal setting is an ongoing process where the students are expected to set a combination of short and long term goals to work towards in key areas of the curriculum. Students will begin to develop their portfolios, which will showcase their learning across all curriculum areas through work samples, assessment and reflections.

The Primary Years Program (PYP) continues to be implemented throughout all curriculum areas at Seabrook Primary School. This will allow students to maintain positive social relationships while developing knowledge, skills and behaviours to be successful lifelong learners. We work together with the students in discussing and creating the class Essential Agreement, using elements of the PYP Learner Profile and attitudes, which demonstrate positive values. The Learner Profile and attitudes help guide people to become principled and caring lifelong learners. Each class will also develop rewards and consequences related to the Essential Agreement.

Our first unit of inquiry for 2013 will be based on the Central Idea that ‘Values and spiritual beliefs influence personal identities’ which encompasses the curriculum dimension of ‘Thinking’ and ‘Health Knowledge and Promotion’. The key concept for this inquiry is ‘Perspective’ and is within the transdisciplinary theme of ‘Who We Are’.

The lines of inquiry are:
- The definition of personal identity and spiritual belief
- Spiritual beliefs differ throughout communities around the world
- Aspects of spirituality contribute to an individual’s personality.

Students are encouraged to bring artefacts from home related to each inquiry, which might include items like; newspaper articles, posters, books, pamphlets, photographs or other objects that they can share with their peers. Artefacts are an important part of the inquiry process as it helps focus students’ thinking and encourages class learning.

In order to make this unit of inquiry as engaging as possible we are asking our parents and school community to discuss their personal knowledge and experiences relating to this inquiry at home. Discussing this inquiry at home with students promotes a stronger link with your child and their learning, as well as supporting the classroom environment. For our students this means engaging with people from the community, on both a local and global scale who are willing to share and talk about their experiences and knowledge. If you have a story or experience to share, please contact one of the grade 4 teachers to organise a time to visit us as a guest speaker. Members of the community who can provide valued and enriched learning opportunities for our students are always welcome.
ENGLISH
In English, teachers, in conjunction with students, will continue to use the W.A First Steps Continua in order to plan, set goals and assess student learning in the areas of reading, writing, spelling and oral language. Students will be exposed to the features and purposes of a variety of text structures. Students’ reading, including print and electronic texts, will be supported in the classroom through a variety of formats including:
- Modeled Reading (read aloud)
- Guided reading
- Shared reading
- Independent reading
- Conferencing

All students will be encouraged to show commitment to reading at home on a daily basis, which can be recorded in their Reading Log. This could include a variety of just right texts that are chosen using the 3-finger test. We will continue to maximise literacy learning and educational outcomes of every student, by further developing students’ comprehension using the strategies composed by Di Snowball. These are; predicting, visualising, summarising, questioning, think aloud and text structure. The writing component will focus on explanation texts and reflective writing, in addition to enhancing students’ vocabulary knowledge and understanding throughout the term. Students will be engaged in authentic, independent writing experiences that allow students to take responsibility for their writing pieces. Students will be encouraged to develop their reflective writing styles as a means of self evaluation, highlighting areas for improvement.

MATHEMATICS
In Mathematics, our aim is to develop mathematical skills through problem solving, real life scenarios, mental maths, and exploring a variety of strategies to solve a given problem. This will enable the students to apply their knowledge to everyday life. Expanding students’ mathematical language will also be a focus throughout the year. Where possible mathematics will be linked closely to the inquiry. Students’ mathematical learning will be represented using pictures, numbers and words.

Students will revise and have the opportunity to become more knowledgeable about Number strategies such as place value and the four processes of addition, subtraction, multiplication and division.

eLearning
Students will be exposed to a range of ICT skills that support their unit of inquiry. They will be encouraged to use different media software where they can express their ideas, thoughts and understandings. With the Mac Book Program, teachers and students will begin the learning journey and discover how to use both platforms. Students will be given opportunities and choices in a range of applications to support their learning tasks. They will be provided with essential skills to help them with cyber safety and responsible computer usage.

If you have any queries please do not hesitate to contact your child’s classroom teacher. We look forward to maintaining a close partnership with you and your child.

Kind regards,

Mrs. Altun, Mr. Brown, Ms. Martin, Mrs. Moore,
Mrs. Prowd & Mrs. Uschakov

Year 4 Teachers
ART

Paul Cochran

At Level 4, students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and tools to plan, develop, refine, make and present arts works. In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their arts works and make changes to realize intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences. The children will be encouraged to further develop the PYP profiles and attitudes of being a communicator, expressing their ideas confidently and creatively whilst being a risk taker with their learning by approaching new experiences with confidence.

During term one the focus in art will be the exploration of the art elements/principles of line, shape, colour and pattern. The students will explore these through a series of weaving activities incorporating “warm & cool” colours after spending time discovering the various aspects of the Colour Wheel.

Julie Comer

The children will make art works in the art forms of textiles and painting. The children will be looking at the art elements i.e., line, shape, colour, tone, texture, space and form. They will be beginning to select the elements that are applicable to the activity and then organise and combine them with a view to creating their artwork. The children will be introduced to the art principles of repetition, pattern and scale. They will select at least one and explore the chosen principles while creating artworks. The children will be introduced to the art work of contemporary Aboriginal artist, Judy Napangardi Watson.

The PYP Learner Profile will be used to guide the children to understand how good learners learn and therefore take responsibility for their learning in the art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. This term there will be a particular emphasis on being:

- Caring. They will show empathy and, compassion and respect towards the needs and feelings of other children in the art room as well as showing commitment to their work in the art room.
- Thinkers. The children will be encouraged to give thought to their work before they take action and weigh up the possible outcomes of the different opportunities that can be explored when developing their artwork. When creating an artwork the children will sometimes be presented with the challenges and they will be encouraged to be problem solvers.
ITALIAN – Ros Savoia & Laura Di Sisto

This term in Italian, the children will focus their language learning on “Personal Identity”. The classroom will be displayed with related vocabulary, phrases and picture examples to encourage children to practise using and communicating in the language relating to themselves and their world.

Through formal language instruction and discussion, listening and writing in the language, the students will identify with the vocabulary/phrases in Italian, posing questions and making appropriate cultural responses. The students will learn to recognise familiar words and identify with personal statements used to describe themselves.

HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term one, the grade four children will be introduced to a variety of Fundamental Motor Skills activities. The focus will be on throwing, catching, bouncing and foot striking. These skills will be practised using various games and sports. Children will participate in and develop control over a range of locomotor activities that require a change of speed (such as fast and slow movements) and direction (such as up/down, forward/backward, right/left, clockwise/anticlockwise). They will participate individually and in partner and group based activities. Through modified major games (for example, games with modified rules, equipment, playing field, length of game or numbers on a team such as modified netball), students begin to apply their skills in sport-specific settings. A major focus will be on integrating a fitness component into all sessions.

Children will have the opportunity to participate in school swimming trials and a district swimming carnival.

Children will have the opportunity to participate in a five day intensive swimming program at Shawn’s Swim School, developing areas such as stroke, kicking and breathing technique, treading water, fitness, water safety, survival and lifesaving skills, games and recreational activities.

As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be linked to the way children work and participate in Physical Education sessions.