Dear Parents/Guardians,

Term one has proved to be both successful and enjoyable for students and teachers across Grade Four. We look forward to continuing to build on the knowledge already explored throughout all curriculum areas. During Term Two, students will gain new knowledge as we explore new learning experiences.

The students will be investigating many exciting and engaging concepts through Literacy, Numeracy and our Units of Inquiry. They will be engaged in a variety of opportunities for learning and continue to explore relevant content so they may take action in their everyday lives.

PYP UNITS OF INQUIRY

Our central idea for this Inquiry is that “Indigenous communities have different perspectives of historical events”. The lines of inquiry are:

- an indigenous community has unique features
- indigenous communities have their own view of history
- indigenous communities are affected by historical events

This inquiry is being studied through the key concepts of Perspective and Change where students will develop an understanding of different points of view about historical events and how these change over time. Students will be asked to inquire into significant events impacting on the Australian Indigenous Community and make comparisons with other indigenous communities around the world. They will also be investigating how these historical events have impacted on people’s lives. This unit of inquiry is within the transdisciplinary theme of “Where we are in place and time”.

Our second inquiry for Term Two is based on the transdisciplinary theme of “How We Express Ourselves”. The central idea for this unit of inquiry is “The desire to share creative and powerful messages drives us to find more effective ways to communicate”. The lines of inquiry are:

- Digital technologies can be used to create powerful messages
- The way we communicate is changing
- People communicate through artistic expression
This unit of Inquiry will be explored through the key concepts of Change, Function and Reflection within the curriculum domains of Interpersonal Development with the dimensions of Working in teams as well as Listening, viewing and presenting. Students will be given the opportunity to explore a variety of ways to express themselves through the arts with the aide of digital media.

Students are encouraged to contribute to each Inquiry. They can do this by taking action, asking questions, bringing along and sharing artefacts, which are personally significant, in addition to connecting to their understandings of the Inquiry. Artefacts can include items like newspaper articles, posters, books, pamphlets, photographs or equipment that are related to our Inquiry. This will assist in strengthening our students’ prior knowledge of the inquiry. Your child’s learning experiences can be enhanced with your support by holding discussions at home about aspects of the current Inquiry. We encourage participation from family members and community friends who may have knowledge or expertise related to a particular inquiry. Please feel welcome to contact your child’s teacher regarding participation in our curriculum.

**LITERACY**

In English, students will continue to use the W.A. First Steps Continua to set goals for themselves and the teachers will use this to assess student learning in the areas of reading, writing, spelling and oral language. Students have reflected on their goals, identified areas that they have achieved and adjusted their goals for this term.

Classroom libraries are created by teachers and students working together to classify and sort books. The students, as classroom librarians, have helped to create and run the library. Books are categorised and changed over frequently to ensure a large variety of texts are available for all students. If you have any books that are no longer read or needed in your home, please feel free to donate these to your child’s classroom.

Students engage in read aloud, modelled, guided, shared and independent reading. These forms of reading will include print, visual and electronic texts. All students are continually encouraged to show commitment to reading both at school and at home on a daily basis by recording texts read in their Reading Log. The Premier’s Reading Challenge is being conducted again this year and students have been allocated a username and login to record the books they have read. Premier’s Reading Challenge books are available in classrooms, the School Library and at local community Libraries. Participation encourages students to continue to consolidate their independent reading skills. Parents and guardians can obtain Premier’s Reading Challenge book lists online.
Comprehension strategies will continue to be utilised in the everyday learning. Students will be constantly practising the strategies composed by Di Snowball. They will be given practice questioning the text that they have read as well as the ability to identify the main ideas and highlighting key words. These strategies are used to summarise text. As the second inquiry is based around the concept of perspective, students will be developing their own voice and points of view about given events. They will learn about different historical events throughout Australian history from researching the perspectives of those involved, using De Bono’s Six Thinking Hats. Students will also develop their note taking skills when reading and viewing through the use of various graphic organisers such as Y-charts, Fishbone and Venn diagrams as well as KWHLs.

Writing will focus on learning about biographies and the components that comprise a biography in preparation for the summative assessment task. This involves writing a biography on a prominent indigenous Australian and discussing what they have achieved within their community. Reflective writing remains a focus where students continue to reflect on their learning, skills and knowledge. Within the third inquiry, students will be further developing their understanding of creative texts.

Spelling will be integrated within our writing program, through the use of specific spelling strategies and words in context. Students will practice using rich vocabulary and learn how to spell words from their own writing as well as explore different words and further build their vocabulary. Inquiry based vocabulary will also be used and practised throughout the writing program.

NUMERACY

Numeracy this term will involve working mathematically through exploration of the four processes, open-ended problem solving, use of mapping skills and directionality. Students will be expected to work through a variety of different problems to enhance their problem solving skills. There will be further experiences using compass points and grid references, for example, creating their own map and finding locations using grid references. Use of rotation, scale and detailed directions will be incorporated into planned tasks. Students will be encouraged to use larger scale maps including Google Earth to locate global places and describe suitable routes between these places.

In the Mathematics domain of Number, students will continue building on their first term understanding in place value, extending the number range to tens of thousands and up to one million. The four operations will be utilized in helping students solve problems. Students are encouraged to work through Mathletics to improve all their mathematical skills.
eLEARNING

Through the Apple MacBook program Grade Four students are using their computers and familiarising themselves with the Apple Operating Systems. They will continue this learning journey, and will be exposed to a range of ICT skills that support their learning. All students have access to computers in the classroom, whether part of the MacBook program or not, and they will all be immersed in a variety of software that will support their learning and allow them to express themselves creatively.

Students will be shown how to organise their filing system so that their work is easily located, and saved to the correct location. Safe usage of the Internet will be encouraged and modelled for searching as well as locating information for the research of inquiry projects. Students will further develop their skills in the use of PowerPoint, which they used last term to present some of their Who I Am and Values projects. Students will also be supported in ensuring the computers are safely stored within the classroom.

CAMP

The 2013 Grade Four Camp is to be held at Norval Lodge, Hall’s Gap, between August 28th and 30th. It will consolidate our Inquiry studies and allow our students to have firsthand experience of the second Inquiry, which involves looking at how indigenous communities have different perspectives of historical events. En route to the camp, our buses will stop at Bunjil’s Shelter at the Black Range Scenic Reserve in Stawell, so we can view ancient ochre rock paintings depicting Bunjill and his dingo helpers. Over the next two days, our students will spend time at Brambuk Cultural Centre to be immersed in various educational activities. They will learn how to decorate boomerangs with the dot painting method as well as learn how to fly them. They will also be given the opportunity to learn about the dreaming stories of Gariwerd (the Grampians). Other activities will be held at the camp, including a walk to Chatequah Peak as well as orienteering and bush cooking.

If you have any queries please do not hesitate to contact your child’s classroom teacher. We look forward to continuing to guide your child in their growth and learning at Seabrook Primary School.

Kind regards,

Mrs. Adaleta Altun, Mr. Jonathan Brown, Ms. Keiko Martin, Mrs. Rebecca Moore, Mrs. Erin Prowd & Mrs. Anita Uschakov,

Year Four Teachers
At Level 3, 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 two our art program will link-in with the PYP Unit of Inquiry—“Indigenous Communities have different perspectives of historical events”. The students will explore the art of two local indigenous cultures, the Australian Aborigines and the New Zealand Maoris. After viewing and discussing examples of traditional Aboriginal rock art and Maori wood carvings the students will create two dimensional art works that incorporated the key colour, line and pattern elements of these two styles.

Julie Comer

The children will make art works in the art forms of collage, painting, printing and textiles. The children will select, organise and combine a range of arts elements (e.g. line, shape, colour etc.) with the intention of developing arts ideas. 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:

- Principled. They will work with integrity and honesty. They will take responsibility for their own actions including working to the very best of their ability on all art projects and showing respect for other children and the class.
- Risk-takers. In art the children will approach new and unfamiliar work with courage and show independence to explore new ideas.

The children will look at and discuss the work of Australian illustrators. They will use the appropriate terminology to name and describe the key features such as the use of art elements and principals. From a PYP global perspective the children will create an art work based on the culture of people from another country.
ITALIAN – Ros Savoia & Laura Di Sisto

This term in Italian, the children will focus their language learning on “Numbers” and “Traditional Italian dance”. 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 time and number. 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/English derivatives related to number/time and listen to and practise traditional Italian music/dance.

HEALTH & PHYSICAL EDUCATION

During term two, the grade four children will continue to practice basic Fundamental Motor Skills, as well as Gymnastic (Static activities) and Dance. They will participate individually, in partner and group based activities. We will try to link to the grade 4 Inquiry “We express ourselves through physical movement”.

- Children will learn and practice Static Gymnastic activities e.g. handstands on the wall, partner supports and small group pyramids.
- As part of the Grade 5 Inquiry a group of Grade 5 students will be teaching the Grade 6’s what they have learnt from a Dance teacher who’s coming to do a four week program with them.
- Children will have the opportunity to participate in the District Cross Country Sports Day.
- 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.

Blair Ganley & David Trott