Dear Parents/Guardians,

Welcome to term three, yet another exciting term at Seabrook Primary School, including our school camp to Halls Gap (August 28th-30th)! We are looking forward to continuing the relationships we have developed with your child during the first half of the year. Participating in high quality learning experiences, which are authentic and engaging, will allow students to continue to work on and achieve their personal goals.

PYP UNITS OF INQUIRY

Our first inquiry in term three, will be based on the central idea ‘Water is essential to life’. This inquiry is centered around the Transdisciplinary Theme of ‘Sharing the Planet’. The lines of inquiry are:

- distribution and availability of usable water
- sources of water and how it is used

This unit of inquiry has a science focus and is linked to the concepts of ‘Change’ and ‘Causation’. Students will be given opportunities to delve into several scientific concepts by conducting practical experiments around water. We are hoping to organise an engaging and relevant excursion to the Western Treatment Plant with a focus on how we conserve and distribute usable water in our local area. This will help the students make connections between the inquiry and their everyday lives. As always, students will continue to be encouraged to demonstrate and model the attributes of the PYP Learner Profile and Attitudes on a daily basis.

The second inquiry this term is based on the Transdisciplinary Theme of ‘How we organise ourselves’. The central idea is ‘Humans have developed ways to prepare for, respond to and cope with disasters.’ This inquiry is centered around the key concepts of ‘Causation and ‘Responsibility.’ The lines of inquiry are:

- The causes of a disaster in a community.
- The effects of a disaster.
- Relevant systems and agencies that respond to disasters.
As part of this inquiry, children will be learning about events of the past and present that have caused a crisis in our local community as well as in our nation, and the wider global community. Recent disasters such as bushfires, floods, cyclones, tsunami and earthquakes will be investigated with the focus being on what has been learnt about disaster warning and response processes. The role of modern technology, such as the internet and mobile phones, will highlight how the access to information relating to disasters has changed over time.

Students are encouraged to continue to take action by bringing along and sharing personal artefacts with their peers. The artefacts are an important aspect of each inquiry. They allow students to demonstrate their personal connections to and understanding of their inquiry. Artefacts can be any object or experience the students have found that relate to the central idea. Some examples are newspaper articles, photographs, pictures, posters, pamphlets, diaries, books, objects or equipment. Your child’s learning experience will be richer by having discussions at home about aspects of the current inquiry.

**LITERACY**

In Literacy, students and teachers will continue to use the WA First Steps continua, in the areas of reading, writing, spelling and oral language, to set learning goals and to continuously reflect on learning, to consider areas for improvement and to track student progress. This term, students will focus on the genres of creative, informational and procedural text types where text structure will be a focus.

In the area reading, students continue to be immersed in various types including independent, buddy, modeled, shared, guided and read aloud. Students are encouraged to continue their independent reading by choosing just right books from classroom, school or local libraries. The Premier’s Reading Challenge is well underway with students being encouraged to read at least 15 books, 10 of which come from the Challenge book list. Students record their own books by logging onto the PRC website (http://www.education.vic.gov.au/prc). The books on their reading list will be verified by teachers.

When reading non-fiction texts, students will use the contents and index to locate information and glossaries to define new vocabulary. In gathering information, children will be required to select from more than one source, for example, the use of texts, the internet and primary resources. Whilst the internet is a powerful and useful tool, children will be encouraged to question the reliability of particular sites. Reading sessions in the classroom continue to include whole class, small group and independent reading tasks. Students are exposed to a range of reading materials including fiction and non-fiction texts, newspaper articles, educational magazine articles and websites. Di Snowball’s reading comprehension strategies of predicting, questioning, visualising, summarizing, thinking aloud as well as text structure and features, will continue to be utilised in engaging learning experiences.
Modeled writing sessions will support student learning of informational, procedural and creative text types. Writing continues to be taught within the context of each inquiry, which allows students to see how a particular genre is used. Students will then engage in independent writing tasks enabling them to take responsibility for their writing pieces. They will continue to develop their reflective writing through self-evaluation of learning tasks highlighting specific learning observations. The skills and knowledge required for proof-reading and editing their own and their peers’ work will continue to be developed. Spelling will continue to be integrated in our writing program, both through specific spelling strategies and using words in context. The spelling of relevant subject specific words will be incorporated into each inquiry.

In developing oral language, students will continue to build confidence as communicators by speaking and listening in a variety of situations, including individual, small group and whole class. Students will be encouraged to ask questions to seek clarification or further information. They will contribute ideas to class discussion and continue to share artefacts with their peers that they bring to school.

Students are encouraged to read every night for a minimum of 30 minutes, either reading independently as well as reading to an adult and then discussing what they have read, which will enhance their fluency and comprehension skills.

NUMERACY

Numeracy continues to be linked, where possible, to our units of inquiry. In the area of Number, students will continue to investigate methods for the four operations. Students will be encouraged to recall and learn basic multiplication up to 12 x 12.

In the area of Measurement, students will estimate and measure duration of time. They will read digital time displays and analogue clock times to the nearest minute. Students will use both informal and formal metric units to estimate and measure volume and mass using appropriate instruments in appropriate contexts. Students will further their understanding of using formal units of measurement in conjunction with decimals and fractions and will learn more about estimation.

All problem solving will be taught through pictures, numbers and words, allowing students to demonstrate their thinking in a number of ways. Students will be encouraged to perceive mathematics as open ended while solving problems.
eLEARNING

eLearning continues to be a major focus this term, with students being challenged to further develop their skills in the area of Information and Communications Technology. All students will have access to computers in the classroom and will be using ICT for visualising thinking, creating and communicating. Students will be encouraged to conduct research on the Internet using key word searches. Students will be exposed to a wide range of multi-literacies including video clips, audio clips, PowerPoint presentations, blogs and websites. They will be guided to become critical users of information sourced from the Internet by exploring the reliability and credibility of the author of websites, and will be introduced to the importance of collecting information from multiple sources.

To assist students to gain further understanding of mathematical concepts explored during class time, Mathletics will continue to be used to enable students to practice and refine their understandings and to encourage them to think and work mathematically. Microsoft Excel will be used to display data in the form of tables and charts, and students will have the opportunity to create a variety of graphs using this program. Students will also be introduced to image capturing devices, such as cameras and scanners, and will be shown how to import and use images and videos in their work.

Students will continue to be provided with the essential skills to help them with cyber safety and responsible computer usage, and will further develop their understanding of how to care for their equipment and store their computers safely in the classroom.

Home learning continues throughout this term on a weekly basis where students will be expected to complete work at home that is directly related to the work they have been doing in class. This gives students an opportunity to practice skills and further develop knowledge and understanding.

Please communicate with your child’s classroom teacher if you have any further queries. We thank you for your support.

Kind regards,

Adaleta Altun, Jonathan Brown, Rebecca Moore, Keiko Martin, Erin Prowd, & 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 three our art program will link-in with the PYP Unit of Inquiry: ‘Humans develop ways to prepare for, respond to, and cope with disasters’. We will undertake a range of 2D and 3D activities inspired by several key artworks including a Volcano painting inspired by Dahl’s- “Eruption of Mount Vesuvius”.

If time permits, we will also link into the 2013 Book Week theme-'Read Across the Universe’ with an art activity based on one of the short-listed books.

The children will create art works in a range of mediums including multi-media works. The children will use a range of art forms, materials and equipment to develop arts ideas based on their own and others’ cultures.

The children will be encouraged to display the qualities of all aspects of the Primary Years Program Learner Profile and in particular to be:

- Responsible: The children will be asked to take responsibility for their art learning making decisions about how they will create their art work and the choices they will make using art skills and developing creativity. During discussions about artwork they will be expected to be caring by showing empathy, compassion and respect towards the needs and feelings of others.

- Inquirers: The children will be provided with an environment where they can enjoy their learning and be encouraged to be naturally curious about the activities they are undertaking. They will be expected to develop their artwork in their own individual style.

The children will be exploring selected books from this year’s short-listed titles for the Australian 2013 Children’s Book Council Awards and creating associated art works. This year’s theme is Read Across the Universe so as well as creating artworks a reading rich culture will be promoted. The children will also create artwork to support their PYP unit of inquiry, Water Is Essential To Life.
ITALIAN – Ros Savoia

This term in Italian, the children will focus their language learning on “The Colosseum”. The children will be presented with relevant information and important historical facts about the structure and importance of the Colosseum to Italy and the world. Through formal language instruction and discussion, viewing documentaries and researching (through books and the internet), listening and writing, the students will identify with the vocabulary/phrases in Italian, posing questions and making appropriate cultural responses. The students will learn many important facts in the history of Italy and the making of the Colosseum. Students will make comparisons and similarities to the Colosseum and other iconic buildings in Australia.

HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott

During term three, the grade four students will practice and develop competency in a range of complex motor skills such as leaping and dodging. Through modified major games (for example, games with modified rules and equipment, students begin to apply their skills in sport-specific settings. Students will participate in a range of activities that promote health-related fitness.

During our gymnastics unit, students will focus on springing and landing. Some of the activities will include jumping from a springboard to a mat. Students will also explore rhythmic gymnastics through the use of a variety of equipment.

Students will explore the skills/techniques, rules and concepts involved with various athletic disciplines: shot put, discus, hurdles, sprinting/relays, high jump and long/triple jump. In some cases, modified equipment will be used.

Students will also be given the opportunity to participate in a School House team Athletics Day and have the opportunity to represent the school in District Athletics.

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 students work and participate in Physical Education sessions.