Dear Parents/Guardians,

Welcome to term 4, the final term of the 2013 school year. This term will be a busy one with many exciting events to look forward to including PYP Community Evening and our end of year concert evening in December where students will be performing for their parents and the school community. Throughout term 4, students will continue their learning journey. They will be building on their prior knowledge of literacy and numeracy to prepare them for next year’s NAPLAN testing.

Personal learning goals and associated strategies will continue to be a focus for students. They will be committed to improving their learning and collect evidence to present in their portfolios that will go home at the end of this term.

Our final unit of inquiry, with the central idea of ‘The design of buildings and structures is dependent upon the environment and available materials’, begins this term. The lines of inquiry for this unit are:
- Considerations to take into account when building a structure
- How building impacts on the environment.

This inquiry is based on the Transdisciplinary Theme of ‘How the World Works’ and is supported by the concepts, ‘Connection’ and ‘Responsibility’. The PYP subject area connected to this inquiry is Maths and the AusVels link is Design, Creativity and Technology.

Please encourage your child to bring an artefact relating to our inquiry. Sharing knowledge with others forms an important part of students’ learning. Discussing the inquiry with your child at home can enhance their understanding of the concepts and how it relates to their lives. If you or anyone you know have any knowledge or experience that may be shared with the children at school relating to our inquiry, please contact your child’s teacher as soon as possible.
LITERACY

In the English domain, teachers will continue to use the W.A. First Steps Continua to plan the curriculum, assess student learning and set goals. The Continua will be used, in order to assist with the setting of new learning goals and tracking student progress.

Reading continues to be a top priority for all students. To continue the development of independent reading skills, we will continue to expose students to a variety of genres. Students will continue to use classroom and local libraries to select just right texts. Reading sessions in the classroom include whole class, small group and individual reading tasks.

Students are encouraged to read a range of reading materials including articles, fiction and nonfiction texts, and newsletters. Di Snowball’s reading comprehension strategies are promoted in the classroom. Students are encouraged to predict, question, visualise, think aloud and summarise during reading sessions. Reading a variety of texts at this age level not only improves fluency and comprehension, but also exposes children to different plot structures, writing styles, vocabulary and information. This is obviously important in building balanced and knowledgeable individuals. Please continue to encourage your child to read every night for a minimum of 30 minutes. This may include reading aloud and then discussing what was read.

In writing this term, students will explore persuasive and information texts. Students will build their knowledge about the features and purposes of texts. Independent writing sessions allow students to freely develop their ideas and continue to extend their writing skills. Students are given the opportunity to share their writing with their peers. This will allow them to read a range of drafted texts and collaboratively edit each other’s work. During the proof reading process, students will check for cohesion and correct sentence structure. They may choose to then publish selected writing pieces and will continue to develop their reflective writing through self-evaluation.
Spelling will continue to be integrated in our writing program, both through specific spelling strategies and using words in context. Students will build their spelling skills by working towards achieving their personal spelling goals. Spelling words may also be chosen by the teacher and student through words highlighted during the editing process. The spelling of relevant subject specific words will be incorporated into the spelling program. Writing different text types will enrich knowledge of spelling. It is also really important to remember that reading allows children to build their word bank, enhancing vocabulary and improving spelling.

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

**NUMERACY**

In the domain of Mathematics students will be expanding their mathematical knowledge in preparation for their future learning. They will be encouraged to be risk takers when attempting to solve new problems and work cooperatively in group situations.

In the area of Number, students will revise the four operations of addition, subtraction, multiplication and division. They will use calculators to explore the appropriate operation in the context of problem solving (including whole numbers, money, measurement and decimals). Furthermore, they will continue to use mental and written methods to add, subtract, multiply and divide whole numbers. They will use a range of models, drawings and hands-on support materials to deepen their understanding in everyday situations.

In the dimension of Geometry and Measurement students will be exploring the properties of two and three dimensional shapes. Students will discover how the different attributes of shapes contribute to structural design. The visualising and drawing of simple solids as they appear from different positions also links to this inquiry as students draw plans for the 3D models that we will be constructing. Students will recognise and describe polygons by naming common 3D shapes such as spheres, prisms and pyramids while further developing their understanding of faces, edges and vertices.
Students will continue to use Mathletics to further develop mathematical concepts. Math sessions will continue to include warm up activities, explicit teaching of the math concepts and will show their understanding through focused group and independent work. At the end of the math lesson, time will be given to reflect and share.

Students are encouraged to be Thinkers, Principled and Reflective in their work. They will be provided with opportunities to apply theoretical knowledge learnt in class into real life context. In addition, they will be using the method of pictures, numbers and words to articulate their thinking and reflect on their work to move their learning forward.

**eLearning**
We will be using eLearning and ICT for visualizing and communicating. Students will continue to use various software programs to demonstrate their understanding of the learning intentions. They will also build confidence in using these programs.

Home learning will continue throughout the term on a weekly basis where children are expected to complete work at home that is directly related to the work they have learnt in class. At this stage in grade four, it is important for all students to read just right books on a daily basis for at least 30 minutes.

We thank you for your ongoing support and look forward to an enjoyable last term with your child.

Kind regards,

*Adaleta Altun, Jonathan Brown, Keiko Martin, Rebecca Moore, Erin Proud & Anita Ushakov* 😊

Year 4 Team
ART

Paul Cochran

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 four 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 read “Flood” by Jackie French and discuss the effect of floods on Australian communities. The students will then use a variety of drawing and painting techniques to create their own picture about this story. We will conclude the year with a Christmas craft activity suitable for all students, involving a number of tools and materials unfamiliar to our grade fours.

Julie Comer

The children will create art works in the art form of drawing, painting and construction. The children will take the skills they have acquired and explore how they can use these skills in a creative manner. The children will also be presented with a range of art materials and be encouraged to experiment with how these materials can be used. They will be working to generate their own ideas. Through exploration and discussion the children will explore how ideas from their own culture influences the art works they create as well as how other cultures influence art works that are made. The children will also be using their creativity to develop art works related to festivities and celebrations such as Christmas.

The children will be encouraged to display the qualities of all aspects of The Primary Years, Learner Profile and in particular to be: *Communicators*. The children will be involved in discussions in the art room related to art development and art appreciation as well as the understandings they are developing in relation to their PYP classroom unit of inquiry. The children will be encouraged to participate in discussions to express their ideas. They will be encouraged to speak confidently using the new “art” words and language that they have been exposed to. The children will be working in an environment that encourages them to be confident speakers and effective listeners. *Reflective*. Having been exposed to a range of quality learning experiences and opportunities in each art activity the children will be asked to give careful thought to their work and then assess what they believe are the strengths and successes they have displayed as well as their thoughts for what they might do differently. The purpose of this being to develop in children responsibility for their own learning in art. It is an opportunity to celebrate successes and to support personal development.
ITALIAN – Ros Savoia

This term in Italian, the children will focus their language learning on “Gli sport” and “Christmas in Italy”. 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 responses. The students will learn to recognise familiar words and English derivatives from the sports vocabulary and learn to appreciate cultural aspects of the celebrations and festivities held over the Christmas period in Italy.

HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott

During term four, the year four students will continue to refine and expand their range of skills including, throwing, catching and striking. The main focus will be on two-handed striking and stick spots (eg; hockey, golf and cricket, soft cross) and a punting unit (AFL based).

Students will explore and improve their striking and two handed techniques using a variety of sports/activities like hockey, cricket, soft cross, badminton and golf. They will focus on techniques such as: having eyes on the ball/implement throughout the strike, standing side on to the target, stepping with the opposite foot to that of the striking hand/arm, sequential hip to shoulder rotation during the strike and following through towards the target around the body. They will complete passing, dribbling, shooting, carrying, scooping, trapping, hitting and catching skills connected to each area.
Children will participate in a range of kicking/punting techniques such as keeping eyes on the ball through the kick/punt, holding the ball at hip height, stepping forward with the non-kicking leg and bending the knee of the kicking leg during the backswing for the kick/punt. Students will explore a range of kick types (drop punt, torpedo, check side and snap kicks) as well as practicing using both feet to kick with.

The PYP Attitudes and Learner Profiles are consistently used during our Physical Education sessions. Students are encouraged to reflect on how they are using each PYP Attitude and Learner Profile.