Dear Parents/Guardians,

The teachers of the Grade Four Learning Community, Mrs. Helen Takano (room 13), Miss Renee Easson (room 14), Mrs. Lydia Dunbar (room 41), Miss Michelle Tyzack (room 42), Mrs. Anita Uschakov (room12) and Miss Keiko Martin (room11) would like to welcome the year four students and their families to 2015. 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 the transdisciplinary theme of ‘Who We Are’ with a focus on ‘Learning 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 and goal setting. Goal setting is an ongoing process where the students are guided in the setting of short and long term goals to work towards in key areas of the curriculum. Students will also begin to develop their portfolios, which will showcase their learning across all curriculum areas through work samples, assessment and reflections.

The Primary Years Programme (PYP) continues to be implemented throughout all curriculum areas at Seabrook Primary School. This encourages students to maintain positive social relationships while developing knowledge, skills, concepts, attitudes and taking action to be successful lifelong learners. Teachers will be working together with students in the discussion and creation of whole class Essential Agreements, through the unpacking of the PYP Learner Profile and Attitudes; which demonstrate positive values. The Learner Profile and Attitudes help guide people to become global citizens that are principled and caring. Each class will also develop consequences in line with the whole school code of conduct, which relates directly to their Essential Agreement.

Our first unit of inquiry for 2015 will be based on the Central Idea that ‘Values and spiritual beliefs influence personal identities’, which encompasses the transdisciplinary skill of self-management and the PYP subject areas of personal, social and physical education. The key concepts for this inquiry are perspective (what are the points of view?) and reflection (how do we know?), which will be explored through the transdisciplinary theme of ‘Who We Are’. A focus and link to the attitudes of respect, integrity and tolerance will be investigated in more depth throughout this inquiry. The Learner Profiles of being open-minded, caring and reflective will also be linked to this inquiry.

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 prior knowledge of with their peers. Artefacts are an important part of the inquiry process as they help focus students’ thinking, personal learning and encourage 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 inquiry learning 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 four teachers to organise a time to visit us as a guest speaker.
ENGLISH

In English, teachers, in conjunction with students, will continue to use the W.A First Steps Continua and essential learnings from AusVELS in order to plan, set goals and assess student learning in the areas of reading, writing, spelling and oral language. Students’ reading and viewing, 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
- Focus on reading comprehension strategies

All students will be encouraged to show commitment to reading at home on a daily basis for the minimum of twenty to thirty minutes a night, which can be recorded in their Reading Log. This should include a variety of ‘just right’ texts that are chosen using independent tools such as the three or five finger test. We will continue to further develop students’ reading comprehension using the strategies composed by Di Snowball. These are; predicting, visualising, summarising, questioning, think aloud and text structure and features. A focus for term one will be on predicting (Thoughtful readers use relevant prior knowledge to predict when reading, forming hypotheses about what might occur next. When reading, they bring knowledge from life experiences and knowledge about the text, and form predictions based on this prior knowledge before and during reading) and questioning (Fluent readers actively and strategically engage when reading by asking questions. They question before during and after reading).

The writing component will focus on a revision of recount writing a re-introduction to narrative writing and an extension of the information report writing style. In conjunction with the focus on these writing genres, links to enhancing students’ vocabulary knowledge and the use of a range of letter spelling patterns will be revised and built on. Students will be engaged in authentic, guided and independent writing experiences that promote and encourage students to take more responsibility for their own writing pieces. Modeling, discussion and conferencing will be used with students to encourage them to develop their reflective writing styles, as a means of self-evaluation and highlighting future areas for improvement.

MATHEMATICS

In Mathematics, our aim for grade four 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.

Place value in the form of reading, writing, making, counting and representing a range of known numbers, numbers to five digits and beyond will be the starting point for work within the strand of Number. Students will then build on prior knowledge of the operations of addition and subtraction with higher and more challenging numbers.

eLearning

Students will have opportunities to use a range of ICT skills that support their learning throughout the entire curriculum. They will be encouraged to use different media software where they can express their ideas, thoughts and understandings. With the MacBook Program, teachers and students will begin the learning journey. Students will be given opportunities to use ICT as a tool for guided research purposes and to assist with the presentation of final copy pieces. Students 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. Takano, Mrs. Uschakov, Mrs Dunbar, Miss Tyzack, Miss Easson,
Mrs. Cook (support) and Miss Martin
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 drawing and weaving activities incorporating “warm/cool and complimentary colours” after spending time discussing the various aspects of the Colour Wheel.

Pamela Tsigros

Progressing towards Level 4, students continue to create and present works using a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. They are encouraged to select and experiment with a range of arts elements, principles and/or conventions, as well as explore skills, techniques and processes, media, materials and equipment.

Throughout term one, the students will be given opportunities to select visual arts elements such as line, shape, colour, pattern and texture, and combine these with art principles such as rhythm and movement. Students will develop ideas and modelling upon the work of artists such as Pablo Picasso and Gustav Klimt, they will express their own ideas through art works. A range of activities using varied art materials and tools will help students to develop a deeper understanding of how art elements and principles shape artworks. Students will begin to identify and articulate these elements and principles in other’s art works and their own.
ITALIAN – Elena Pirovano
Benvenuti! Welcome back to the Italian Program.
This year grade 4 students will have a chance to develop their communication skills, vocabulary and cultural knowledge of Italian.
In Term 1 we will dedicate some time to review vocabulary, expressions and short conversation regarding greetings, how to answer questions related to feelings (Come stai?), how to express likes and dislikes (Mi piace/Non mi piace). As an IB school, we put a strong emphasis on developing intercultural understanding and international minded people. In this perspective, we will discuss with the students the importance of speaking/learning a second language in our globalised world.
This Term’s unit of inquiry will be “Carnevale” related to the classroom unit of inquiry on “Values and spiritual beliefs”. The teacher will introduce the topic through a video, songs, pictures and short readings in the target language. The students will get to know the main traditional masks, the most popular Carnival parades in Italy and some cultural details on Carnival origins. They will review and expand vocabulary related to colours, numbers, shapes and learn descriptive words in Italian to design and present their own masks. The students will work on different tasks and activities in small groups, with partners, individually or as a whole class. They will need to demonstrate commitment and consistency in practising their new vocabulary and conversation, creativity and cooperation in designing their masks, respect and tolerance of the new culture they are learning about.

HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott
During term one the grade four children will be introduced to a variety of Fundamental Motor Skill activities. The focus will be on running, throwing, catching, ball bouncing and two-handed striking. These skills will be practiced using various drills, activities and modified 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. 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.

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 modeled and practiced as children work and participate in Physical Education sessions.

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.