Dear Parents/Guardians,

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

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

**PYP UNITS OF INQUIRY**

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

- Sources of water and its availability
- Distribution of usable water
- Conservation of water

This inquiry has a science conservation focus and is linked to the concepts of:

- Change - How can humans change their attitudes/habits when managing water? How does water change from one form to another?
- Responsibility - What is our responsibility when managing our water? Do we have a responsibility to manage our water?
- Causation - What are the possible causes as to why water is wasted, polluted/mismanaged? What are the causes as to why water is difficult to access? What causes water to change from one form to another?

Students will be given opportunities to delve into several different scientific concepts by conducting practical experiments around water. An excursion to Skeleton Creek with a focus on how water supports the local ecosystem has been planned. Follow up activities related to this excursion will be completed in the classroom as a means of helping students make connections between inquiry learning and their everyday lives. Students will continue to be encouraged to demonstrate and utilise the PYP Learner Profiles of being balanced and principled and the Attitudes of integrity, commitment and co-operation; as related to this science based inquiry.
The second inquiry this term is based on the Transdisciplinary Theme of ‘How We Express Ourselves’. The central idea is ‘Messages and ideas can be communicated through the arts’. This inquiry is linked to the key concepts of function (how does it work?), change (how is it changing?), and reflection (how do we know?). This Arts based inquiry will focus on 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. The PYP Learner Profiles of being communicators and risk-takers, along with the Attitudes of creativity, enthusiasm and confidence will be re-explored throughout this inquiry.

The lines of inquiry are:
- Digital technologies can be used to share powerful messages.
- The way we communicate is changing.
- People communicate through artistic expression.

An excursion to the ACMI (Australian Centre for the moving image) is organised and information will be sent home in the near future. Pre and post activities directly associated to this excursion will be completed in the classroom and will link across other subject areas.

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. This assists in the tuning in stage, making stronger connections between students and inquiry learning. Artefacts can include items such as: newspaper articles, posters, books, appropriate websites, pamphlets, photographs or equipment that is related to our inquiry. This will assist in linking our students’ prior knowledge to new knowledge to facilitate a greater understanding of the enduring understanding of each 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 a checklist that incorporates the essential learnings and the AusVels/ Victorian Curriculum in order to set goals for themselves and teachers will use this to assess student learning in the areas of reading, writing, spelling and oral language. Whole class guided goal setting will continue this term as a means of modelling how students can reflect on their goals, identify areas that they have achieved and adjust their goals for the second term.

Students will continue to have experiences with read aloud, modelled, guided, shared and independent reading models. These forms of reading will continue to 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.
Teachers and students create classroom libraries and work together to classify books. The students, as classroom librarians, have helped to create and run the library. Books are categorised and changed over 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.

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, our school library and throughout the 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 these strategies. Students will be given practise in questioning the text that they have read as well as using strategies to identify the main ideas and highlighting key words. These strategies will be used to summarise the text. Summarising aids comprehension. When you summarise, you reduce a text to its bare essentials by understanding and putting what you have read into your own words. Students will also be introduced to note taking as a skill to use before, during and after reading and or viewing through the use of various graphic organisers such as Y-charts, Fishbone and Venn diagrams. Visualising will be linked to broadening students’ understanding of the upcoming arts based inquiry. Visualising activates the use of all the senses: seeing, feeling, smelling, touching and tasting. Visualising can enhance the ability to articulate ‘this is what I’m picturing’ and it helps students to develop and strengthen their comprehension of texts.

Writing will focus on learning about the text structure and features of scientific reports, procedural writing, script and narrative writing to assist in inquiry learning in preparation for various tasks. This will involve writing scientific procedures on experiments conducted and an imaginative script to be used in conjunction with our excursion to the ACMI. The writing genre of poetry will be focussed on and taught to help explore our second inquiry. Reflective writing will continue to remain a focus where students reflect on their learning, skills and knowledge.

Spelling will be integrated within our writing and home task-learning 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 to 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 a continued exploration of the four processes; a focus on multiplication and division as the inverse operation, open-ended problem solving, data collection, graphing, measurement of volume and capacity, angles, 2D and 3D shapes and fractions. Students will be guided in working through a variety of different real life problems to enhance their problem solving skills. Modelled use of a range of basic problem solving skills such as: locating patterns in number, drawing a diagram, using objects and writing matching number sentences will be explicitly taught. Students will be involved in ‘hands on’ measurement activities related to our water inquiry for informal and formal measurements for volume and capacity. Additionally, 2D and 3D shapes will be introduced and extended through free drawing, drawing with the use of mathematical tools such as a ruler, location of 2D and 3D shapes in the environment, and labelling their names and the feature. Students are encouraged to continue to use Mathletics as revision, for personal learning and to improve their mathematical skills. It is a fantastic learning tool that students love to use.

eLEARNING

Through the Apple MacBook program Grade Four students will continue to use their computers to familiarise themselves with the Apple Operating Systems. Students will be exposed to a range of ICT skills that support their learning. Students will be immersed in a variety of software that will support their learning and allow them to express themselves creatively. Students will continue to be shown how to organise their files on the computer, so that their work is easily located and saved to the correct location. Safe usage of the Internet will continue to be encouraged and modelled for searching as part of research skills when locating information for inquiry learning. Students will further develop their skills in the use programs such as: PowerPoint, Word, iStopMotion and Excel. The Reading Eggs and Mathletics programs will continue to be used both in and outside of the classroom, as a means of using technology throughout other subject areas.

EXCURSIONS

As mentioned above, throughout this second term Year Four students will be visiting Skeleton Creek and be involved in ‘hands on’ activities such as: tree planting on the embankments, studying the miniature animals in the creek and observing the flora and fauna near and around the creek. These activities aim to all link to the explorations of the water quality of the creek. For our third inquiry for 2016, an excursion to the Australian Centre for Moving Image (ACMI) at Federation Square has been booked. At ACMI, students will work in teams to create a short film called The Magic Camera by scripting, rehearsing and recording scenes set in various virtual locations using green screen technology. The program helps to develop students’ understanding of genre and characterisation and provides a ‘hands on’ experience of film and television production. At the end of the excursion students will receive a copy of their short film to take home. We encourage all students to take part in thseses invaluable learning experiences. A note with the cost and dates with be sent home in the near future.

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. Takano, Mrs. Linda, Ms. O’Brien, Miss Tyzack, Ms Dunbar, Miss Eason

Year 4 Teachers
VISUAL ARTS - 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.

In term two the students will initially focus on the PYP Inquiry: ‘Water is essential to life’. Using plasticine, a media unfamiliar to many of the students, the students will design and create a mini-poster of a dripping tap featuring the slogan “Water is life”. As well as introducing the technique of smearing, this activity will utilise the art elements of shape, form, colour and texture explored previously.
Later in the term the students 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 as part of their PYP Unit of Inquiry - “Messages and ideas can be communicated through the arts”.

PERFORMING ARTS – Adam Smith

The performing arts program endeavors to develop confidence and creativity in a safe and fun learning environment. All students are required to participate with the focus being on risk-taking by having a go, testing limits and discovering new abilities or interests. The Grade Four students will continue to undertake an independent ongoing performing arts inquiry to satisfy the requirements of the Victorian Curriculum. To do this the students will use the conceptual lenses of ‘Form, Causation and Perspective’ to explore the central idea that “Cultures have different performance styles to express themselves.”
We are looking at the beliefs and values we see in different cultural performances, the different factors that make a performance style the way it is, and that we see different perspectives through performance.

The classroom links this term will be:
- The use on non-naturalistic choreographed movement pieces depicting the element of water.
- The use of green screen to create awareness pieces to communicate ideas.

Undertaking these inquiries will help develop our students into independent and creative thinkers with well-developed social, communication and self-management skills.
ITALIAN – Paula Thomson
In term two, there will continue to be an emphasis on children revising vocabulary and working towards broadening their vocabulary as well as practicing their conversation skills.

In the first part of the term we will be revising vocabulary and continuing to build vocabulary that can be adapted for different purposes. Students will interact and socialise with their teacher and their peers to exchange personal information and experiences and describe people, places, things and everyday routines relating to themselves, school and home. As well as this, the students will be writing simple Italian conversations and practicing reading these aloud individually, in pairs and in whole group situations.

The students will be engaged in the Primary Years Programme units of inquiry where possible – namely, with an emphasis through the inquiry (Messages and ideas can be communicated through the arts). ‘Artistic expressions in the Italian culture’ will be explored and will relate directly to the classroom unit of inquiry of the arts. The teacher will present vocabulary related to different forms of art. We will then use stories, books, videos, illustrations, music and dance to explore new vocabulary related to the arts. The students will work on different tasks and activities in small groups, in pairs, individually and as a whole class.

The students will use their thinking skills to research and use their research skills to formulate questions, collect data and organize them in graphs, timelines or mind maps. During the term, they will grow as inquirers and become knowledgeable students as they improve and practice their knowledge of Italian language and Italian history.

The Italian Program will continue to assist in enabling students to be risk-takers, communicators, open-minded, principled, knowledgeable, Inquirers, thinkers, well-balanced, caring and reflective people. The Students will be encouraged to ask questions to better understand the world around them. The students will be provided with opportunities to use language effectively in a range of contexts from informal to formal.

HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott
During term two, the grade four students will continue to practice basic Fundamental Motor Skills (Two Handed Striking – My Golf), (Foot Striking - Soccer) as well as completing various Gymnastic strands (Static Balancing, Rhythmic and Springing and Landing activities). They will participate individually, in partner and group based activities.

- Children will learn about and practice putting, chipping and longer iron shots/techniques in a range of activities that are part of the ‘My Golf’ program.
- Children will practice dribbling, passing, trapping and shooting using individual, partner and group activities. They will focus on techniques such as: having eyes on the ball throughout the strike and stepping towards it with the foot opposite to that of their striking foot.
- Children will be introduced to a range of Rhythmic, Static Balancing and Springing and Landing Gymnastic movements and activities e.g. individual static balances, partner supports and wall balances eg; a ‘Rock n Roll’ or ‘Saucer’ and small group balances eg; a pyramid or 3 person support. Also the use of hoops, balls, ribbons, rings, juggling equipment etc. whilst exploring different movement patterns. And jumping and landing on ground level, from elevated positions and using equipment including mini-trampolines or springboards.
- Children will have the opportunity to try out the District Cross Country.
- 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.