Dear Parents/Guardians,
Welcome to Term Three, yet another exciting term at Seabrook Primary School; including our school camp to The Grampians- Halls Gap (Wednesday 7th to Friday 9th of September, 2016). We are looking forward to continuing the relationships we have developed with your child during the first half of the year. A focus on encouraging participation in high quality learning experiences, which are authentic and engaging, will continue to facilitate students to continue to work on achieving their personal goals.

PYP UNITS OF INQUIRY
Our fourth inquiry, starting in Term Three will be based on the transdisciplinary theme of ‘How We Organise Ourselves’. The central idea for this unit of inquiry is ‘Humans have developed ways to prepare for, respond to and cope with disasters.’ The key concepts, which will be used to drive this inquiry, are Causation (why is it like it is?) and Responsibility (what is our responsibility?) The lines of inquiry are:

• The causes and effects of a disaster in a community.
• Our responsibilities before, during and after a disaster.
• Systems and agencies that respond to disasters.

As part of this geography and climate based inquiry, children will be learning about events of the past and present that have caused a crisis in our local community, our nation and the wider global community. Recent disasters such as: bushfires, floods, cyclones, tsunamis 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. Throughout this inquiry, students will use their learner profiles of being knowledgeable, inquirers, thinkers and using the PYP attitudes of co-operation, empathy and commitment.

Our central idea for the fifth 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 history-focused inquiry is being studied through the key concepts of Perspective (what are the points of view?) and Change (how is it changing?) where students will have opportunities to investigate different points of view about historical events and how they changed over time. Explorations into significant events that have and continue to impact on the Australian Indigenous Community and indigenous communities around the world will be compared through the use of the learner profile and attitudes of being open-minded and showing empathy, along with being empathic, respectful and appreciative. Students will also be investigating how these historical events have impacted on people’s lives. The transdisciplinary theme of ‘Where We Are in Place and Time’ will be the focus for this inquiry.
Students are encouraged to continue to be inquirers by bringing along and sharing personal artefacts with their peers. The use of artefacts is an important aspect of each inquiry. They allow students to use prior knowledge to demonstrate their personal connections to and understanding of each inquiry. Artefacts can be any object or experience students have found that relates to the central idea. Some examples are: newspaper articles, photographs, pictures, posters, pamphlets, diaries, books, music, poetry, instructions and experiments. Your child’s learning experiences can be enriched by having discussions at home about aspects of inquiry learning.

LITERACY

In Literacy, students and teachers will continue to use the essential learnings and a checklist incorporating AusVels/ Victorian Curriculum in the areas of reading, writing, spelling and oral language, to set learning goals, continuously reflect on learning, to consider areas for improvement and to track student progress. This term, students will focus on the genres of creative narratives, explanation and biographical text types where text structure will be a focus.

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.

In the area reading and viewing, students will continue to be immersed in various reading experiences including independent, modelled, shared, guided and read aloud sessions. 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 can record their own books by logging onto the PRC website (http://www.education.vic.gov.au/prc). Teachers will verify the books on students’ reading lists. The Reading Eggs program will continue to be used at the discretion of each teacher for revision, during guided reading sessions and for instructional purposes. Students are encouraged to read every night for a minimum of 20-30 minutes. It is important for students to discuss what they have read, which in turn will enhance their fluency and comprehension skills.

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. Reading sessions in the classroom will continue to include whole class, small group and independent reading tasks. Students will use a range of reading materials including fiction and non-fiction texts, newspaper articles, extracts and websites. Dianne Snowball’s reading comprehension strategies of predicting, questioning, visualising, summarising, think aloud as well as text structure and features, will continue to be utilised in engaging learning experiences. ‘Studying text structures and features of the reading takes students ‘back stage’ and into the architecture, or bones of texts. Students are able to see how texts are crafted by deconstructing them.’
Modeled writing sessions will continue to be used to support student learning of creative, explanation and biographical writing genres. Writing will continue to be taught within the context of each inquiry, allowing students to see how a particular genre is used. Students will then have opportunities through independent writing tasks 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 proofreading 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.

NUMERACY
Numeracy will continue to be linked, where possible, to our units of inquiry. In the area of Number, students will continue to investigate methods and place value understanding related to the four operations of addition, subtraction, multiplication and division. Students will be encouraged to recall and learn basic multiplication up to 10 x 10. Students will further their understanding of basic decimal fractions through money along with links to learning more about estimation.

In the area of Measurement, students will estimate and measure the duration of time. They will read digital time displays and analogue clock times to the nearest minute. Students will use both informal and formal units to estimate and measure area and perimeter, using measuring instruments in appropriate contexts.

For Space, three dimensional shapes will be investigated with the use of real life links, with a focus on the features of these shapes and building on students’ knowledge of two dimensional shapes. Mapping will be linked to both our Disasters and Indigenous inquiries. Features of maps, language associated with direction, compass points and geography related to Australia and the world will be investigated. 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 have access to computers in the classroom and will be using ICT for visualising thinking, creating and communicating. Students will be encouraged and guided in conducting research on the Internet by using key word searches. A wide range of multi-literacies including DVDs, video clips, audio clips, PowerPoint presentations and websites will also be used throughout all areas of the curriculum.

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’ and ‘Numbers’ has been and will continue to 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 have opportunities to use image-capturing devices, such as: Photo booth and iMovie and will be shown how to import and use images 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 will continue 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 practise skills and further develop knowledge and understanding.

SWIMMING
As you are probably aware, the Grade Four Learning Community didn’t receive enough deposits for our swimming program to make it viable for 2016. Therefore, our P.E. coordinator Mr. Blair Ganley has organised swimming for the students that have paid the original deposit to go ahead this term with the Grade Three Learning Community, prior to camp. Mr. Ganley visited grade four classrooms prior to the beginning of Term 3, reissuing notes for students who had returned forms last term. Please finalise forms and the balance of payment prior to the start of swimming.

CAMP – HALLS GAP
The Grampians-Halls Gap camp (Wednesday the 7th – 9th of September 2016) has been organised specifically as a learning experience linked to our fifth inquiry on Indigenous culture. Pre and post activities will be linked to camp activities and experiences.

Please ensure that if you are paying in installments for The Grampians camp, that you return your payment in a Seabrook envelope (supplied with the original note) to your child’s teacher with the coloured camp booklet, which is provided after the initial deposit. You can also pay online using ‘Qkr’ by downloading the ‘Qkr’ app from the app store. If you are paying by EFTPOS please make your way to the front office and ask for Mrs. Yvonne Golomb who will be able to assist you with this method of payment. Please be aware that if paying by EFTPOS or credit card a receipt of this payment can take up to two business days. Other forms relating to dietary requirements, medical and asthma forms, along with a gear list will be given out throughout the weeks leading up to the camp.

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

Kind Regards,

Mrs. Takano, Mrs. Linda, Ms. O’Brien, Miss Tyzack, Ms Dunbar, Miss Easson
Year 4 Teachers
VISUAL ARTS - Paul Cochran 4RE, 4OB, 4HT
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.

To begin this semester’s Visual Arts program 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 previous PYP Unit of Inquiry - “Messages and ideas can be communicated through the arts” and as a link through the arts to their new Unit of Inquiry- “Humans have developed ways to prepare for, respond to and cope with disasters”.

Later in the term our art program will link-in with the 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, symbol and pattern elements of these two styles.

PERFORMING ARTS – Adam Smith
Grade 4MT and 4LD have made a fantastic start to Performing Arts this semester. Performing arts will consist of four main disciplines Singing, Music, Drama and Dance. 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 undertake an independent ongoing performing arts inquiry to satisfy the requirements of the Victorian Curriculum and the PYP’s Scope and Sequence. To do this the students will use the conceptual lenses of ‘Form, Connection and Causation to explore the central idea that “When experiencing and creating art we make connections to cultures, place and times. We will be looking at the beliefs and values we see in different cultural performances, the different influences that make a performance style the way it is.

When possible students will be making links with their classroom inquiries to strengthen understandings and explore their ideas through the performing arts. Some links are:
- cultural dances and music.
- green screen and advertising.
- mask and the physicality of the elements.
- indigenous performance styles.

Undertaking these inquiries will help develop our students into independent and creative thinkers ready for the challenges that the future may hold.
ITALIAN – Paula Thomson

In term three, in Italian, the students there will continue to be an emphasis on students revising vocabulary and working towards broadening their vocabulary as well as practicing their conversation skills. Students will take part in units of work in line with the classroom units of inquiries ‘HUMANS HAVE DEVELOPED WAYS TO PREPARE FOR, RESPOND TO AND COPE WITH DISASTERS’ (Pompeii and Mt. Vesuvius) and ‘LIVING THINGS NEED TO ADAPT IN ORDER TO SURVIVE’ (Endangered Animals). Vocabulary related to these topics will be explored. They will also use vocabulary already learnt (colours, numbers, sizes) in different contexts (describe animals). Students will practise their communication skills in Italian by answering questions about the Mt. Vesuvius eruption and Italian endangered animals. Whilst focusing on their language knowledge, they will become familiar with some cultural aspects, especially related to the history and geography of Italy.

The students will use their thinking skills to research and use their research skills to formulate questions, collect data and organise this data in creative ways (through graphs, timelines, mind maps and projects). 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 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 three, the grade four students will refine and expand their range of motor skills. Through modified and major games (for example, games with modified rules, equipment and playing field), students begin to apply their skills in sport-specific settings. Students will participate in a range of activities that promote health-related fitness.

Students will explore and work on improving their striking with one and two-handed techniques, using a variety of tennis and bat tennis shots (forehand, backhand, volley and serve). They will focus on techniques such as: having their eyes on the ball throughout the strike, standing side on to the target, stepping with the opposite foot to that of their striking arm, using sequential hip to shoulder rotation during the strike and following through towards the target around their body.

Students will explore the skills/techniques, rules and concepts involved with various athletic disciplines: shot put, discus, hurdles, sprinting/relays, high jump, long jump and triple jump. In some cases, modified equipment will be used (eg; access to soft rubber or fiberglass bar in high jump).

Students will also be given the opportunity to participate in a house team athletics day and have the opportunity to represent the school at the district athletics.

A part of the Physical Education program, the P.Y.P attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as making courageous choices, caring and reflection will be linked to the way students work and participate in Physical Education sessions.