Grade Four

Dear Parents/Guardians,

Welcome to Term Four, the final term of the 2016 school year. This term will be a busy one with many exciting events to look forward to including our last inquiry, related excursion to the Melbourne Zoo and our end of year concert evening in December where students will be performing for their parents and the school community.

Throughout Term Four, 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. Commitment by students to continually improve their learning will be encouraged along with the continued collection of 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 ‘Living things need to adapt in order to survive’, begins this term. The lines of inquiry for this unit are:

- The concept of adaptation.
- Circumstances that lead to adaptation.
- Some living things adapt or respond to changes in environmental conditions.

This inquiry is based on the Transdisciplinary Theme of ‘How the World Works’ and is supported by the concepts, ‘Connection’ (How is it connected to other things?), ‘Change’ (How is it changing?) and ‘Causation’ (Why is it the way it is?). The PYP subject area connected to this inquiry is science.

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. As part of the inquiry process; teachers have been and will continue to discuss specific items that have some relationship with adaption to the environment. These artefacts as in the past; will continue to be used as an initial starting point for gaining a better overall global understanding of the central idea of this inquiry. Information about an upcoming excursion related to this last inquiry to The Royal Melbourne Zoo will be sent home soon.
LITERACY

In the English domain, teachers will continue to use AusVELS progression points and Seabrook Essential Learnings to plan the curriculum, assess student learning and guide students in goal setting. These documents will continue to 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, teachers will investigate a variety of genres throughout whole class, guided and independent reading sessions. Students will continue to be encouraged to use classroom and local libraries to select ‘just right’ texts.

Students will also continue to be prompted to read a range of material including articles, fiction and nonfiction texts, magazines and newsletters both in digital and hard copy format. A variety of reading comprehension strategies will continue to be used and discussed in the classroom. Students will be encouraged to predict, question, visualise, think aloud, explore the text structure ad its features 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. Please continue to encourage your child to read every night for a minimum of 20 minutes. This may include reading aloud and then discussing what was read and or asking comprehension questions about texts read. The use of the Reading Eggs program at home by your child will also be beneficial. Apart from teacher set texts and tasks, students can choose texts from the library section and complete related comprehension activities. Reading Eggs will also continue to be used in the classroom as part of the reading program.

In writing this term, students will explore both persuasive texts and revisit narrative texts. Students will build their knowledge about the features and purposes of these texts. Independent writing sessions will allow students to freely develop their ideas and continue to extend their writing skills. Students will also continue to be 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 continue to build on their spelling skills by using a number of strategies, such as: spelling patterns, prefixes, suffixes, synonyms, antonyms and resources such as dictionaries and thesauruses. Spelling words of focus may also be chosen by the teacher and student through words highlighted during the editing process. The spelling of relevant subject specific words will also continue to be incorporated into the spelling program. Writing different text types will enrich knowledge of spelling. Reading has many links to spelling. 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 situations. They will be encouraged to ask questions, to seek clarification or further information. For listening, strategies such as: looking at the speaker and listening with eyes, ears and mind will also be modeled and referred to during whole class instructional sessions. In addition, students will be encouraged to 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. Problem solving in the form of single and multi-step problems will be unpacked with the students. Strategies such as: locating and underlining key words, investigating what operation will be used to solve the problem, patterns in number, drawing of a diagram and use of a table will all be modeled and utilised during our focus on problem solving.

In the area of Number, students will revise the four operations of addition, subtraction, multiplication and division. They will explore the appropriate operation in the context of problem solving (including whole numbers, money, measurement and decimals). Furthermore, students 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 of mathematics in everyday situations.

In the dimension of Measurement, temperature will be an area of focus. Students will have opportunities to find out how temperature is measured and make connection to how this is important in everyday life and investigate the reading of a temperature gauge.
For Statistics and Probability, students will have opportunities to explore the vocabulary associated with the chance of everyday events occurring. Students will also complete hands-on activities to test estimations to improve or decrease the chance of elements occurring in games of chance that involve the use of a spinner, dice or choosing items at random.

Students will continue to use Mathletics to for revision and to further develop mathematical concepts. Mathematics sessions will continue to include warm up activities, explicit teaching of the mathematics concepts and then students will have opportunities to show their understanding through focused small group and independent work.

Students are encouraged to be Thinkers, Principled and Reflective in their work. Students will be guided in the continued referral to learning intentions and goals for lessons throughout all areas of the curriculum. Accessing of prior knowledge and then making connections to new information will be a focus, along with applying these new understandings and reflecting on the original goal and learning intention set.

**eLearning**

We will be using eLearning and ICT to enhance research skills and for visualizing and communicating. Students will continue to use various software programs to demonstrate their understanding of learning throughout the entire curriculum. Repetition and exploration will continue to be use to build students' 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 20 minutes.

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

Kind Regards,

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

Year Four Team
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.

In term four the students will focus on the PYP Inquiry: ‘**Living things need to adapt in order to survive**’. 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.

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 four, in Italian, there will continue to be an emphasis on students revising vocabulary and working towards broadening their vocabulary as well as practicing their conversation skills. The Italian program will expand on the classroom unit of inquiry ‘Living things need to adapt in order to survive’ by researching Italian endangered animals. The students will learn how to describe an animal by using two simple sentence structures (verbs È and HA - to be and to have). Vocabulary related to this topic will also be explored. The students will revise vocabulary that is useful in order to describe things/animals (colours, numbers, size (grande, piccolo) in different contexts. Then they will learn and practice pronouncing, reading and writing animal names and body parts. Through oral games, conversations and using online tools, they will have a chance to use known and new vocabulary in different contexts. Additionally, they will be introduced to some basic grammar structures. During lessons, they will practice their conversation skills in small groups, in pairs, and with the teacher.
The students will use their thinking skills to research and use their research skills to complete a final project - which is to create a poster describing an Italian endangered animal. During the term, they will grow as inquirers and become knowledgeable students as they improve and practice their knowledge of the Italian language.
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 four, the year four students will continue to refine and expand their range of skills including, throwing, catching and punting/kicking. The main focus will be on one and two-handed throwing techniques (Lacrosse), a punting/kicking and passing (Rugby) and a punting/kicking and handballing unit (AFL). Students will also be involved in more throwing, catching, passing and shooting via a Netball inquiry. They will also undertake a pre and post Beep endurance test and complete a range of fitness-based exercises during the term.

Students will explore and work on throwing and two-handed techniques using a variety of lacrosse moves (scooping, cradling, passing and shooting). They will focus on techniques such as: having eyes on the ball/implement throughout the scooping and catching phases, standing side on to the target before passing or shooting, stepping with the opposite foot to that of the throwing arm, using hip and shoulder rotation during the throw and following through towards the target.

Children will participate in a range of AFL 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. In the Rugby part, students will look at the place kick off a tee stand, passing the ball in a backwards direction to a partner (static and moving), work on dodging and weaving.

Students will look at various Netball pass types (ground, bounce, chest, lob, one arm), Shooting techniques as well as learning more about various positions on the court (centre, wing attack, goal defence etc.) and starting to think about different game strategies. Modified game versions will be practiced.

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 and working on developing these during each session.