



# GRADE 4, TERM 1



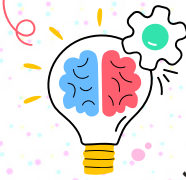
## NEWSLETTER




### WELCOME BACK TO SCHOOL

We hope your break was invigorating and that you're recharged and ready to embrace Term 1.

We have included some important information about the term ahead. If you ever have any questions, please do not hesitate to speak to your child's classroom teacher.



The Year 4 Team,  
Jesse, Sue, Jess, Emma & Mel



### KEY DATES

**First Day of Term:**  
Wednesday 28th  
January


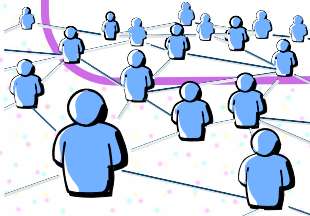
**Labour Day:**  
Monday 10th March

**Last Day of Term:**  
Friday 4th April



### Social & Emotional Learning

Students will be exploring topics such as Emotional Literacy and Personal Strengths in RRRR. This will entail identifying what positive and negative emotions look like and strategies on how to control our emotions. As well as identifying personal strengths and how they should be used to our advantage and celebrated frequently. In Mindfulness, students will continue to participate in meditations and work on being present.



### Specialists



During Semester One, Year 4 students will participate in our fantastic specialist programs.

Throughout the year they will attend weekly sessions in the following subjects:

**Physical Education** with Aaron or Nicole

· **Performing Arts** with Sun





· **Italian** with Rebecca or Giuliana

· **Visual Arts** with Adele

· **STEM** with Waqas

**Library:**

Students also have access to the school library once a week, however this will commence later in the term.





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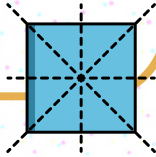
## NUMERACY

### Weeks 3-7: Place Value and Decimals

Students explore decimals by connecting tenths and hundredths to measurements, using tools like number lines and place value charts to compare and solve problems. They practise addition, subtraction, and equivalence, applying their skills to real-world financial contexts.

### Weeks 8-10: Position and Symmetry

Students use grid references and directions to navigate and locate points, applying these skills to real-life tasks. They also explore line and rotational symmetry, creating and identifying symmetrical patterns.



## TIPS FOR HOME

- Explore maps together and practice using grid references to locate spots or give directions.
- Spot examples of symmetry in nature or everyday objects like tiles and fabrics.
- Use measuring tasks (cooking, DIY) to reinforce decimals.
- Involve your child in budgeting or shopping to apply addition and subtraction skills.



## READING



### Week 3- 7: Narrative Performance

Students will focus on analysing narrative performances, reading and viewing examples that effectively use descriptive language and literary devices to engage audiences. They will explore how voice, expression, and showing rather than telling enhance the storytelling experience. Discussions will focus on identifying the structure and techniques used in compelling narrative performances.

### Week 8-10: Reviews

Students will focus on analysing reviews, identifying how persuasive techniques are used to influence specific audiences. They will explore the vocabulary and structure of reviews, recognising when persuasive techniques are directed at them and how these techniques shape the intended message.



## TIPS FOR HOME

- Read stories or watch performances together. Discuss how voice and expression bring the story to life.
- Read reviews of books, movies, or products together. Talk about the persuasive techniques used.



## WRITING

5.0

RATING



### Week 3- 7: Narrative Performance

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### Week 8-10: Reviews

Students will focus on crafting reviews, using persuasive techniques effectively to engage and influence their intended audience. They will develop specific vocabulary and structure for persuasive writing, ensuring their reviews are clear, targeted, and impactful.

## TIPS FOR HOME

- Encourage your child to write short stories and practise reading them aloud with expression.
- Help your child write reviews of things they enjoy, focusing on persuading their audience.



## INQUIRY

### Our Dynamic Community

In Inquiry, your students will explore the concept of a dynamic community. They will examine what it means to be healthy, how to create positive change, and how different lifestyles impact community well-being. Students will collaborate to identify challenges and propose solutions for healthier communities, using procedural texts to document their ideas. They will work as a team to design and present an initiative promoting inclusion and positive change. The unit concludes with a showcase where students share their projects and reflect on how their efforts can influence their community.



## TIPS FOR HOME

- Discuss ways to stay healthy as a family, like balanced meals or regular exercise.
- Talk about how your family contributes to the community and brainstorm ideas for positive changes.
- Explore local community events or initiatives together to inspire ideas.