

# **YEAR FOUR**

## **Parent Information**

### **Term Overview 2021**

#### **CONTACT DETAILS**

##### **Year 4H**

Miss Dorothy Hall  
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##### **Year 4R**

Ms Helen Rochecouste  
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and  
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#### **WELCOME TO TERM ONE**

Welcome to Year Four. We are really excited to be sharing your child's learning journey with you. This year the students will consolidate the skills that they have established in previous years and move to more complex skills and strategies, developing themselves as more independent learners.

Throughout the school day/week, the students will participate in lessons in English, Mathematics, STEM, Religious Education, Digital Technology and Personal/Social/Emotional Programs. The students will also work with specialist teachers for Art, Physical Education, Italian (LOTE) and Performing Arts.

This is an exciting term for Year 4's with camp to Angahook in Anglesea in Week 6. If you have any queries throughout the term, please email us. We look forward to a successful term and amazing year ahead!

*Miss Dorothy Hall (4H), Ms Helen Rochecouste (4R) and Ms Colleen Giles (4R)*

# **RELIGIOUS EDUCATION**

**In Term One, we will link with our STEM focus of: COMMUNITY with our learning in Religious Education on 'Church and Community'.**

## **Students will:**

- describe what it means to belong to a community and provide examples
- identify that our parish is part of a worldwide Church
- share facts about the first churches of Melbourne (St. Joseph's Port Melbourne)
- recognise the importance of a Church
- explain connections between the family, local parish, the Archdiocese and the papacy
- describe how they personally contribute to the church community.

# **ENGLISH**

## **Reading and Viewing**

### **Students will:**

- establish the routines of The Daily Five reading approaches: Read to Self, Read to Someone, Work on Words, Listen to Reading and Reading Conferences
- build up their reading stamina and learn how to select 'Good Fit' Books
- be explicitly taught and then explore strategies from the CAFE Reading Model to develop their abilities to comprehend what they read, read with accuracy and fluency and expand their vocabulary.

The comprehension strategies will include

- Back up and reread
- Collect evidence of what is read
- Retell to summarise the story/information
- Summarise text by sequencing the main events
- Making connections
- Check for understanding / connect background knowledge

## **Writing**

The students will:

- further study Recounts, Procedural and Description texts
- be exposed to various learning experiences that will have an emphasis on punctuation, vocabulary, grammar, spelling and handwriting
- exploring the following in Spelling: /au/ as in sauce, /t/ 'ch' as in nature, /tt/ as in letter, /gg/ as in egg, /y/ as in pyramid
- cover the grammar conventions: alphabetical order / dictionary, adding 'ed', beginning and ends of words including ch, adding 'ing', Verbs and ch vs tch vs sh

## **Speaking & Listening**

The students will:

- be asked to speak to the class throughout the day about their learning
- reflect on how they approached the learning intention of the session, share the strategies they may have used and express their thoughts and opinions about class topics.
- have an opportunity to give and receive feedback to and from their peers and teachers.

## **MATHEMATICS**

**In Term One, our units will include:**

### **Number & Algebra**

#### Place Value

- apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems.

#### Addition and subtraction

- use equivalent number sentences involving addition and subtraction to find unknown quantities

#### Multiplication and Division

- explore and describe number patterns resulting from performing multiplication
- solve word problems by using number sentences involving multiplication or division where there is no remainder

### **Measurement & Geometry**

#### Location & Transformation

- use simple scales, lengths and directions to interpret information contained in basic maps
- create symmetrical patterns, pictures and shapes with and without digital technologies

#### **Data Representation & Interpretation:**

- collect data using a tally, accurately represent this data in the form of a graph, correctly label all parts of the graph and interpret the data displayed.

## **Inquiry and S.T.E.M. (Science, Technology, Engineering, Mathematics)**

**In Term 1, we will focus on COMMUNITY linked with Religious Education.**

**We are learning how responsible citizens care for their communities**

**I can:**

- describe key democratic values
- identify key democratic values in the communities, cultural and social groups I belong to
- explain the roles of local government and law
- list some familiar services provided at the local level
- explain that plants are living things, and can be grouped on the basis of observable features
- explore why we need plants in our communities

- demonstrate how we can care for our community by looking after our natural environment.

## **RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS**

### **In Term One, the students will be exploring at the following:**

- Emotional Literacy - identifying what emotions look like, recognising emotional triggers/emotions in the playground and positive peer support.
- Personal Strengths - building team strengths through cooperative games, identifying personal strengths, strengths we use everyday and setting goals to develop these strengths.

## **HOME LEARNING**

Homework will be given out each week on a Thursday and is due the following Thursday.

It will include:

### **Mathematics**

- Essential Assessment tasks to further develop their mathematical skills and understanding
- Occasional worksheets related to the Maths Topic taught
- Unfinished work.

### **English**

- Read for at least 30 minutes every night. It is important to listen to your child read when possible, and ask them comprehension questions relating to what they have read.
- Recording what they have read each night in their school diaries. (Please note, your child needs to bring their school diary to school each day and hand in their diary each Thursday for sighting of their daily reading)
- Weekly Smart spelling words and activities. The students will have a minimum of 10 weekly spelling words catered to their learning levels. It is expected that the students practice their words as well as complete a minimum of 3 spelling activities each week. These activities will be in their homework folders. For extension, the students will be encouraged to study the Etymology (origin) of the words. This is to develop a deeper knowledge of the words they are learning.

### **SREM/RE**

- Project work and preparation for sacraments when required during the term.

## **SPECIALIST TIMETABLE**

### **Year 4**

Monday	Tuesday	Wednesday	Thursday	Friday
	Art	Performing Arts	Library	
	LOTE - Italian	PE		

### **Please note:**

- Specialist Timetable may be subject to change due to upcoming school events.
- Sports uniform is to be worn on allocated P.E. days and every Friday.

- Library bag required in order to borrow books.