

# YEAR 4 NEWSLETTER

## TERM 4 2021



Welcome back to Term 4! We hope everyone was able to enjoy the break from Remote Learning over the holidays. Thank you in advance for all of your support and help in making sure we can provide the best learning experiences for your children remotely. We can't wait to be back in the classroom! Please reach out if there is anything we can do to further support your child.

### What's on in Term 4?!

- ❖ Remote Learning - Weeks 1, 2 and 3
- ❖ Onsite and Remote Learning - Weeks 4 and 5  
*(Onsite - Tuesday Wednesday & Remote Learning - Monday, Thursday, Friday)*
- ❖ Mon 1st November - School Closure Day
- ❖ Tuesday 2nd November - Melbourne Cup Day
- ❖ Back in the Classroom - Week 6 onwards

PLEASE CHECK THE SCHOOL NEWSLETTER FOR THE MOST UPDATED DATES OF UPCOMING EVENTS

### Remote Learning REMINDERS!

- Structure your day in a way that works best for your family!  
*We recommend breaking up required tasks with optional activities throughout the day*
- Encourage your child to check their emails each morning and attend all Meets!
- Ask your child to read the instructions carefully before they ask you a question
- Encourage your child to use their research skills to find an answer to their question(s)
- Encourage your child to email us with any questions about tasks or any worries they might have
- Do what feels manageable for you and your family each day
- Encourage your child to engage in something active and creative every day e.g. riding their bike, kicking the footy, craft, making a video, lego etc.
- Don't forget your child still needs to do at least 20 mins of independent reading, 4 days a week
- Have fun!

Timetable			
4F		4D	
Library	Monday	Library	Monday
Physical Education	Thursday	Physical Education	Thursday
Auslan	Thursday	Auslan	Thursday
STEMMS	Thursday	STEMMS	Thursday
Performing Arts	Thursday	Performing Arts	Thursday

### Home Learning

It is expected that all children read for a minimum of 20 mins per night, four times a week.

Home learning will always be meaningful and may be given at various times throughout the term for the following reasons

- To reinforce skills and knowledge that the child is acquiring at school (Needs Based)
- To research, prepare for presentations, collect materials, administer surveys etc. to support classroom topics of study (Topic Based)
- To engage families in learning (Family Based)

Feel free to contact us throughout the school term!

We will do our best to get back to you as soon as we can.

[tim.flintoff@sjvermont.catholic.edu.au](mailto:tim.flintoff@sjvermont.catholic.edu.au)

[amy.darvell@sjvermont.catholic.edu.au](mailto:amy.darvell@sjvermont.catholic.edu.au)

# What We Are Learning In...

## Reading

Reading aloud with fluency and expression.

Using comprehension strategies to build literal and inferred meaning.

- ❖ Using prior knowledge and evidence from the text to make inferences
- ❖ Finding specific literal information
- ❖ Finding the main idea of a text
- ❖ Asking and answering questions

Using the features of online texts.

- ❖ Reading e-books and text on websites, using navigation tools and links and considering graphics, layout and audio
- ❖ Discussing similarities and differences between print and digital information

Exploring visual and multimodal texts.

- ❖ Building a vocabulary to describe visual elements and developing an understanding of how these choices impact the audience

Identifying how adverbs and the language of time and place can provide detail about events in a text.

- ❖ For example, 'At midnight (time) he rose slowly (manner) from the chair (place) and went upstairs (place)'

## Writing

Planning, drafting and publishing persuasive texts.

Incorporating new vocabulary when writing.

Planning, rehearsing and delivering a persuasive presentation taking into account the particular audience.

Revising written texts for meaning by adding, deleting or moving words and editing for spelling and grammar.

Spelling patterns.

- ❖ Using phonological (sound) knowledge
- ❖ Using visual knowledge
- ❖ Applying generalisations

Writing using clearly formed joined letters.

## Maths

Recalling multiplication facts up to  $10 \times 10$  and related division facts.

Solving problems involving money and calculating change to the nearest five cents.

Investigating equivalent fractions.

- ❖ halves, quarters and eighths
- ❖ thirds and sixths

Counting by quarters, halves and thirds and locating and representing these fractions on a number line.

Converting between mixed numbers and improper fractions.

- ❖  $1 \frac{1}{2} = \frac{3}{2}$

Recognising that the place value system can be extended to tenths and hundredths and making connections between fractions and decimals.

- ❖  $0.5 = \frac{1}{2}$ ,  $0.25 = \frac{1}{4}$  etc.

Comparing angles and classifying them as equal to, greater than or less than a right angle.

## Integrated/Inquiry Learning

### *How can our hopes shape a more inclusive future?*

Using media technologies to tell stories e.g. experimenting with photography.

Identifying the purposes and meanings of media artworks.

Investigating representations of people in the community through the lens of inclusion.

Planning, creating and presenting a video with a message of 'hope for an inclusive future', through the manipulation of images, sounds and text, using iMovie!

## Religion ~ Hope

Investigating the Catholic Social Teachings 'Dignity of the Human Person' and 'Solidarity' and how they relate to our hopes for creating more inclusive future.

Continuing to explore the New Testament and the roles of some of the major characters e.g. Jesus, Mary and St Paul

Developing a deeper understanding of Mary through Scripture exploration e.g. The Annunciation and The Visitation

Celebrating the season of Advent and exploring the events of the Christmas narrative.

