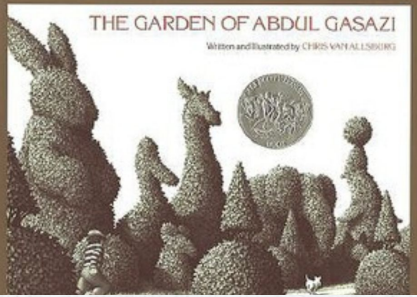
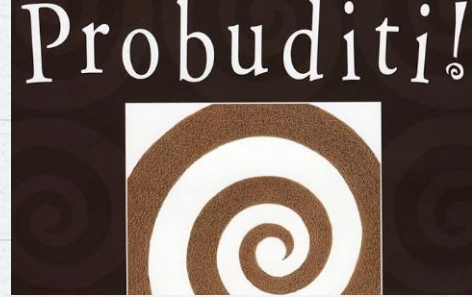


YEAR FOUR

Term 2, Week 6-10 2026: Newsletter



READING



In Reading this term, we concluded our Author Study exploring the works of William Steig and have begun our look at, the ever popular, Chris Van Allsburg, who wrote such classics as Jumanji and the Polar Express. We have been reviewing how students can connect text clues and their prior knowledge to infer additional information about a text. We have also been discussing how to “read between the lines” when critically reading to determine the main idea of a text and what the author might be persuading us to think.



Now to sum that up in to one animals of dead green houses fill in the air too much lidding and plant needs to get the rubbish bins out

Secondly
We needs a mild pin for reading
to force each student February 1st
just too much to handle almost all
dead fish are dead, shark are dead
and turtles are dead. other animals
are dead. We do need to
get 3 pins in all classroom
it will help in all the
classroom it will benefit the Sino
We have lots of fish
bowls and compare in bowl fill
pins it's hostile greenhouse

This is why we need more bins at W.P.S W.P.S W.P.S W.P.S W.P.S W.P.S W.P.S W.P.S

This term we achieved:

- Sentence structure - Verb agreement and tenses
- Word Choices - Specific vocabulary we use to convey meaning and enlighten the reader
- Grammar & Punctuation - Focus on our editing skills
- Voice - The tone and tenor of our writing, what makes it our own and how to connect to our audience
- Persuasive texts - Stating an opinion and then supporting it with arguments or reasons and persuasive language

WRITING



Wembly needs to add recycling bins. Everybody is chucking recyclable rubbish in the landfill bin. We need to put a stop to this by adding recycling bins.

Recycling is bad for the environment. NO recycling equals recyclable rubbish going to land fill. Where lots of plastic bags get blown in to the ocean. Which is bad enough, but recyclable rubbish going to landfill is even worse!

Would you want to wake up one morning and think of going to school looking



at all the rubbish just floating around? I'm guessing not, so wembly needs to add recycling bins now!

Recycling also means it gets reused and made into a new thing for another person to use. It doesn't go to land fill.

In conclusion it's good for the environment, rubbish gets reused and of course no one wants to wake up to a world of rubbish!

MATHS

Handwritten math notes on a grid background, featuring a central cloud logo with the name "Saoirse".

Multiplication:

- $72 \times 6 = 462$
- $3 \times 15 = 45$
- $420 \div 42 = 10$
- $88 \div 8 = 11$
- $48 \div 2 = 24$
- $63 \div 3 = 21$
- $60 \div 6 = 10$
- $39 \div 3 = 13$
- $50 \div 5 = 10$
- $5 \overline{) 50} = 10$

Division:

- $420 \div 42 = 10$
- $88 \div 8 = 11$
- $48 \div 2 = 24$
- $63 \div 3 = 21$
- $60 \div 6 = 10$
- $39 \div 3 = 13$
- $50 \div 5 = 10$
- $5 \overline{) 50} = 10$

Financial Maths:

- $\$4.00 + \$2.00 = \$6.00$
- $60c + 20c = 80c$
- $\$6.00 + 80c = \6.80
- $7 \times 1 = 7$
- $6 \times 1 = 6$
- $7 \times 2 = 14$
- $6 \times 2 = 12$
- $7 \times 3 = 21$
- $6 \times 3 = 18$
- $7 \times 4 = 28$
- $6 \times 4 = 24$
- $7 \times 5 = 35$
- $6 \times 5 = 30$
- $7 \times 6 = 42$
- $6 \times 6 = 36$
- $7 \times 7 = 49$
- $6 \times 7 = 42$
- $7 \times 8 = 56$
- $6 \times 8 = 48$
- $7 \times 9 = 63$
- $6 \times 9 = 54$

Handwritten math notes on a grid background, featuring three columns of problems and solutions.

Multiplication Problem:

$46 \times 3 = 138$

Strategy demonstrated: Area model

$40 \times 3 = 120$

$6 \times 3 = 18$

$120 + 18 = 138$

Division Problem:

$660 \div 6 = 110$

Strategy demonstrated: Short division

$6 \overline{) 660} = 110$

Financial Maths Problem:

$\$6.35 + \$3.25 = \$9.60$

Strategy demonstrated: Jump strategy

$\$6.35 + \$3.25 = \$9.60$

This term we have continued our focus on Multiplication. Students practiced efficient strategies to multiply numbers and learned other efficient strategies to multiply multi-digit numbers. We also explored the relationship between multiplication and division and learned how to use short division to divide larger multiple digit numbers.

In addition, we have continued our work on addition and subtraction during our look at financial maths. Using the jump strategy and the vertical algorithms, we have looked at how to add monetary values and how to get the proper amount of change when buying items using dollars and cents.

SPECIAL EVENTS OR CONCEPT

This term, grade 4s wrapped up our unit on chemical science, learning all about solids, liquids and gases and how each one behaves. The big highlight was our liquid race! Students raced water, honey, oil and golden syrup down a ramp to explore *viscosity*; how thick a liquid is and how easily it flows. There were loads of predictions and plenty of cheering as the thicker liquids took their sweet time getting to the finish line. Along the way, the kids made predictions, observed closely and explained their results — working just like real scientists.

Ask your child at home: which liquid won the race, and why?

This term, we were visited by St. John's Ambulance. We learned about the importance of First Aid and what to do in an emergency, including calling 000 and performing CPR. This involved interactive games, roleplaying and action plan scenario discussions making the visit fun and practical.



CLOSING

What a fantastic term it's been, so many great achievements, lightbulb moments and acts of kindness. Let's continue to strive to do our best and be excellent role models for the junior years.