



Grade 4, Term Three

NEWSLETTER

From the team

Welcome to Term Three in Year 4. It will be another busy term with Mini Mission Fete, Art Show, Basketball Gala Day, Years 4- 6 Athletics Day and Learning Conferences. As well as plenty of learning and fun along the way!

Katie, Tess, Siumi, and Kayleigh

Term Two Dates

Friday 24th July
Mini Mission Fete

Wednesday 29th
Emmaus College Production Excursion

Thursday 30th
Art Show Opening

Friday 31st July
Years 4-6 Athletics Trials

Tuesday 11th August
Grade 4 Basketball Gala Day

Friday 21st August
Grade 4 Host Prayer Service

Friday 28th August
Book Week Parade

Friday 4th September
Father's Day Breakfast and Stall

Thursday 17th September
Final Day for students
Learning Conferences (After School)

Friday 18th September
School Closure Day & Learning Conferences (am)

Contact Details

4OK

Tess Odgers (Mon - Wed) -
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4S

Kayleigh Darsas (Mon/Tues) -
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Katie Schroder (Wed-Fri) -
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Specialist Timetable

Tuesday - Visual Arts
Wednesday - Phys Ed and Auslan
Thursday - STEM
(Same for both classes!)
Wednesday - 4DS Library
Friday - 4OK Library

Home Learning

Daily Reading: Students are required to complete at least 80 minutes of reading at home **over the week**. This allows for flexibility as some days will be very busy, so students may choose to do extra the following day - whatever works for them. It is expected that students bring in their diary each week with the following recorded: the book title, minutes read for, and a parent/guardian signature (end of the week is fine). Diaries need to be brought in:

- **Mondays for 4OK**
- **Fridays for 4S**

Thank you for your support with this!

Other home learning tasks will occasionally be sent home, for the following purposes:

- 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 - e.g. Eucharist!)



Term Three Curriculum OVERVIEW

English

This term, the children will read two class novels- 'Storm Boy' and 'The Wild Robot'. They will be learning new vocabulary linked to the books, practise new comprehension skills, with a focus on deeper thinking, and learn how to summarise as we read. There will also be a focus on oral language skills. The students will give and receive feedback about their oral presentations so they can improve each week. Grammar will be taught explicitly throughout the term.

This term, our writing program will be closely linked to other areas of learning. Students will begin by planning, drafting, editing, and publishing an information report about an animal. They will then develop their oral presentation skills by sharing their reports with the class. To build confidence, students will first practise their presentations at home, followed by rehearsals with their peers before presenting to the whole class. Later in the term, students will explore explanation texts, making connections to concepts and topics covered in our Science unit.

The students will continue working towards their pen licence this term. They will collect stickers on their own chart and when they receive 10 stickers, they will receive their pen licence.

Mathematics

In Maths this term, we will be covering a range of practical topics to build the children's confidence with numbers and measurement. We will be exploring decimals and how they relate to fractions, while also extending our skills in addition and subtraction to solve more challenging problems. The class will get hands-on with length and area, learning how to measure objects and calculate the space inside 2D shapes. Finally, we will look at data representation, where the children will learn how to collect information and display it clearly in various graphs and charts.

Religion

During Term Three, students will deepen their understanding of the Bible by exploring the differences between the Old and New Testaments and learning how to locate and interpret scripture passages. They will investigate the purpose, features, and meanings of parables, gaining insight into the messages Jesus shared through these stories. Students will also reflect on key characters from scripture, making connections between their experiences and their own lives. Through the study of New Testament texts, students will examine the historical and cultural context of the time of Jesus, using a variety of sources to develop a richer understanding of scripture and its relevance today.

Science

This term in Science, students will investigate the states and properties of matter and explore how materials can change through heating and cooling. They will conduct hands-on investigations into thermal changes of state and observe chemical reactions to better understand how materials behave. Students will examine how the properties of different materials influence their suitability for specific purposes and evaluate how materials can be used, re-used, and selected in engineering and design contexts. Through learning about sustainability and material lifecycles, students will consider the environmental impact of material use and disposal. Throughout the unit, students will apply their scientific inquiry skills by planning, conducting, and evaluating a class experiment.

Social/Emotional Learning (SEL)

This term, our Social and Emotional Learning (SEL) focus will support students in developing positive relationships, self-awareness, and respect for others.

Students will explore our Behaviour Matrix, building a shared understanding of expectations and how their actions contribute to a safe and supportive learning environment.

Through discussions and activities centred on empathy, students will learn to recognise and understand the feelings and perspectives of others. They will also explore their individuality by reflecting on the many facets that make them unique.

Using stories and real-world examples, students will examine gender norms and stereotypes, consider the pressures these can create, and develop strategies to challenge unfair assumptions and promote inclusion and respect for all.