

YEAR FOUR

Parent Information

Term Overview 2021

CONTACT DETAILS

Year 4H

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Year 4R

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WELCOME TO TERM TWO

Welcome to Term Two! We hope you all had a restful and relaxing holiday break. It's great to see the students' smiling faces and eagerness to be back at school!

Throughout the school day/week, the students will continue to participate in lessons in English, Mathematics, STEM/Inquiry, 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 the Year Fours as they will be preparing for and receiving the Sacrament of First Eucharist in Week Seven. We will be working in collaboration with the StSPP Catechist Sue Kidd to prepare the students during class time for this sacrament. There will also be a Reflection Day at school before the receiving of this sacrament.

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 Two, we will link our STEM focus of: 'Responsibility' with our learning in Religious Education on 'Prayer, Liturgy and Sacrament'.

The students will be learning how living eucharistically affects our community.

Students will:

- describe what constitutes a COMMUNITY
- state the sacraments of Initiation in the Catholic church community
- explain the role of sacraments of Initiation in the Catholic church community
- interpret the sections of The Mass
- explain why the sacrament of Eucharist is received in a church community
- explain what it means to live Eucharistically/responsibly
- reflect on what receiving the sacrament of Eucharist means.

ENGLISH

Reading and Viewing

Students will:

- continue 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, expand their vocabulary and read with accuracy and fluency.

The comprehension strategies will include:

- identifying the author's purpose for writing a text (persuade, inform, entertain) by giving specific examples from the text
- recognising, inferring and discussing literary elements and text features such as: characters, events, mood, setting...
- supporting their statements and inferences with evidence from the text
- making and adjusting predictions
- identifying how various texts are organised
- using pictures, images and diagrams to support inference
- identifying the different characters' points of view
- exploring the cause and effect relationship

Writing

The students will:

- further study Description texts, then Narratives, Persuasive and Discussion texts
- be exposed to various learning experiences that will have an emphasis on punctuation, vocabulary, grammar, spelling and handwriting
- exploring the following in Spelling: /re/ as in centre, que/ as in antique, /k/ as in kitten, /ou/ as in famous, /ch/ as in chef, /ai/ as in snail, /ce/ as in ice, /ie/

as in chief, /ure/ as in measure and the suffixes -ness, -ment and -ly.

- cover the grammar conventions: prepositions, clauses, verbs, apostrophes of contraction and possession, conjunctions and compound sentences, phrases and adjectives.

Speaking & Listening

The students will continue to:

- be asked to speak to the class throughout the day about their learning
- listen to key points in discussions and use the information to carry out tasks and extend ideas
- asks questions to clarify instructions or to follow up information during whole class and small group work
- have an opportunity to give and receive feedback to and from their peers and teachers.

MATHEMATICS

In Term Two, our units will include:

Number & Algebra

Place Value

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

Addition and Subtraction

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

Multiplication and Division

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

Times Tables

- investigate number sequences, especially involving multiples of 3, 4, 6, 7 and 8.

Measurement & Geometry

Using Units of Measurement

- Use scaled instruments to measure and compare length, mass and capacity

Transformation and Location (Continued from Term One)

- create symmetrical patterns

Time

- Conversion and passage of time
- Use am and pm notation and solve simple time problems

Data and Representation:

- collect data and compare tallies, accurately representing 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 2, we will focus on RESPONSIBILITY linked with Religious Education.

The students will be learning about responsibly managing waste and how people lived responsibly in the past.

Science

The students will:

- state the different types of reasons people use packaging
- describe different types of packaging used with examples
- describe natural and processed packaging materials
- analyse how people responsibly use packaging in our school
- study examples of responsible packaging within our community
- design and develop their own sustainable packaging.

History

The students will:

- explore the significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, such as ANZAC Day, National Reconciliation Week, National Sorry Day, Australia Day (Term One), Harmony Week (Term One) and NAIDOC week (Term 3).
- discuss the significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area
- describe how Aboriginal and Torres Strait Islander peoples look after the environment
- research how types of packaging have changed in our communities
- research how types of packaging have stayed the same in our communities
- explain the significance of clean up days, earth hour etc. in our community
- explain the significance of SRC in our school community
- demonstrate ways they can responsibly, personally and positively impact their communities.

RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS

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

- Personal Strengths - building team strengths through cooperative games, identifying personal strengths, strengths we use everyday and setting goals to develop these strengths.
- Positive coping - investigate how emotional responses vary in depth and strength, identify and describe strategies to manage and moderate emotions in

a range of familiar and unfamiliar situations, identify a range of productive coping strategies for use in different situations, learn and practise self-calming techniques, focus on the impact their actions can have on others and learning a technique for making a strong apology.

HOME LEARNING

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

It will include:

Mathematics

- Essential Assessment tasks to further develop their mathematical skills and understanding.
- Learning of their Multiplication facts.
- Weekly worksheets related to the Maths Topic taught throughout the term.
- 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.
- Talk Homework: On the week of a Big Write, students are encouraged to chat and gather thoughts, ideas and language, with as many people as possible, in preparation for their Big Write each fortnight.

STEM/RE

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

SPECIALIST TIMETABLE

Year 4

Monday	Tuesday	Wednesday	Thursday	Friday
PE 4R	Art	Performing Arts 4R	4R Tennis / Outdoor time (previously Fri-yay)	Library
Performing Arts 4H	LOTE - Italian	PE 4H		4H Tennis / Outdoor time (previously Fri-yay)

Please note:

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