

# YEAR 4 NEWSLETTER

## TERM 4 2022



Welcome back to Term 4! We hope you all had a relaxing break ready for Term 4. It is hard to believe we have come to our final term of the year!

**A reminder that hats must be worn this term!**

Please reach out if there is anything we can do to further support your child.

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

- ❖ Monday 17/10: Twilight Athletics 4:15- 7:15 pm
- ❖ Monday 31/10: School Closure Day
- ❖ Tuesday 01/11: Melbourne Cup Day
- ❖ Friday 11/11: Remembrance Day
- ❖ Monday 14/11 SCHOOL SWIMMING
- ❖ Friday 18/11: School Closure Day
- ❖ Saturday 19/11: Parish Fete
- ❖ Monday 5/12: School Closure Day
- ❖ Thursday 08/12: Thanksgiving Mass 7:00 pm
- ❖ Friday 16/12: Students' Last Day (12:30pm finish!)

Timetable			
4F		4B	
Library	Monday	Library	Thursday
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) [veronica.brightwell@sjvermont.catholic.edu.au](mailto:veronica.brightwell@sjvermont.catholic.edu.au)

# What We Are Learning In...

## Reading

Through our Literature Circles roles, students will make connections between the ways different authors may represent similar storylines, ideas and relationships. Students will discuss how authors make stories exciting, moving and absorbing and hold readers' interest by using various techniques.

Through Readers Theatre, students will plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purpose. Students will focus on reading aloud with fluency and expression.

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 and narrative 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

This terms Inquiry Unit is titled 'Why does my voice matter?'. In this unit students will recognise that as active participants in a global community, we have rights and responsibilities to ensure justice and equity for all.

Students will explore the importance of rules and their role in keeping us safe. They will identify how and why decisions are made democratically in communities. Students will be given the opportunity to participate in a secret ballot, providing an engaging and meaningful method of teaching democracy.

Finally, students will investigate why and how people participate within communities and cultural and social groups.

## Religion ~ Hope

This terms R.E unit is titled 'Responsible Disciples of God'. In this unit students will explore the Catholic Social Teachings of Common Good, Subsidiarity and Participation and Solidarity. They will explore why these are important to them as individuals, for their community and to the broader global community.

They will then learn about the fruits of the Holy Spirit and explore how they can be used to make a difference, identifying how others use the fruits to make a difference.

Finally, as we move closer to Christmas, the focus will move to Mary as a disciple and the Christmas narrative.

