

INTRODUCTION

It has been a busy few weeks in Year 4 as students have continued to work hard as we come towards the end of the school year. After a very busy start to the term with swimming, camp and an excursion, it has been great to settle in to a period of more consistent classroom learning.

Students are working to finish the year strongly!

READING

Our Year Four students have been doing lots of investigation into the text structures and language features of procedural texts. We have built our understanding of how authors engage the reader by using descriptive language and strong verbs to explain how to complete a task, such as following a recipe.

What organisational features were included?

They broke the text down pretty nicely, they used subheadings and the diagrams were pretty cool

What language features were included?

They used describing words, they labelled most things which was pretty helpful and they used pretty clear language

What could have been improved?

They could have done a recap and added things about stepping, contact, held ball, obstruction, untouched, free pass, foot outside the line and replay ball.

WRITING

In Year four, students have been working hard to produce high-quality narrative writing.

A major focus this term has been on peer conferencing, where students collaborate to revise and edit their drafts. They have also been applying key writing skills such as using dialogue effectively, organising ideas into clear paragraphs, and strengthening their vocabulary choices.

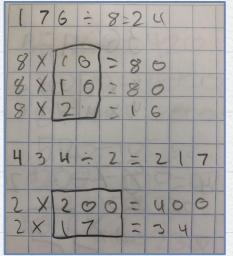
We are also beginning our new unit on procedural texts.

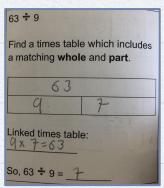
Students are learning what makes an effective procedure by comparing strong and weak examples, identifying clear steps, precise instructions, and appropriate sequencing.

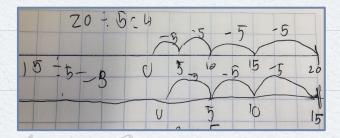
It has been wonderful to see the students' confidence and writing skills continue to grow!

MATHS

Over the last few weeks in Maths, students in Year 4 have been building their knowledge of strategies to help solve division problems. Students have also completed work showing their knowledge of Fractions, including understanding both improper fractions and mixed numbers.



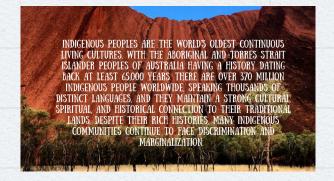




CONCEPT

In the past few weeks, Year Four students have been learning about and exploring significant events and the experiences and perspectives of people in Australia between 1750 and 1800. They have described causes and consequences of early colonisation for Aboriginal and Torres Strait Islander Peoples, new arrivals and the environment. More specifically, students gathered research on the Bunurong people of the Kulin Nation. They collaborated with peers and created a Presentation!

Furthermore, students have inquired on the change in communities during the early colonisation of Australia. We have looked into the First Fleet, unpacking related vocabulary and events around this.



The Australian flag's meaning is based on its three
main components: the Union Jack, representing
the nation's historical ties to Britain; the Southern
Cross constellation on the right, representing
Australia's geographical location in the Southern
Hemisphere; and the seven-pointed
Commonwealth Star below the Union Jack,
representing the federation of the six states and
the territories.



The Word Australia' Came From European explorers. Europeans called it New Holland

- In the 18th Century, there were 250 languages spoken by Indigenous peoples throughout Australia.But now there is 150-170.
- In the 18th Century, there were 250 languages
 spoken by Indigenous peoples throughout

CLOSING

Year Four students are aiming to continue to learn at high levels for the remainder of the year, while also looking to enjoy a more relaxed end to the school year. We are looking forward to the excitement of Step Up Day and the fun activities that are often completed towards the end of the school year.

TO BE STATE OF THE STATE OF THE