



GRADE 4, TERM 3




NEWSLETTER


WELCOME BACK TO SCHOOL



We hope you had a relaxing break and are ready for another exciting term of learning. We're thrilled to kick things off with our PIT Gym program, starting in Week 1. It's going to be a fun and active start to the term. We can't wait to see the students build their strength, coordination, and confidence through movement!



The Year 4 Team,
Jesse, Sue, Jess, Emma & Mel



KEY DATES

First Day of Term 3:
Monday 21st July

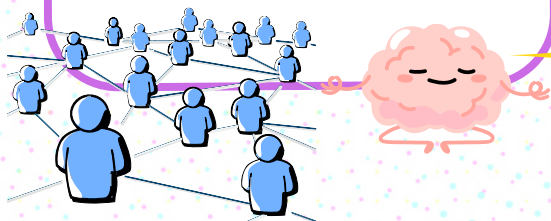
Curriculum Day:
Monday 28th July

Last Day of Term 3:
Friday 19th September



Social & Emotional Learning

This term, students will focus on Stress Management and Help-Seeking in RRRR. They will learn how different people, situations and events can affect their emotions, and explore healthy ways to manage stress and change. Students will also identify personal strengths, practise goal-setting, and develop strategies for responding to challenges. Importantly, they will learn how and when to seek help, and build the communication skills needed to support themselves and others in difficult situations.



Specialists



During Semester Two, Year 4 students will continue to participate in our fantastic specialist programs.

Throughout the year they will attend weekly sessions in the following subjects:

Physical Education with Aaron or Nicole

· **Performing Arts** with Sun

· **Italian** with Rebecca or Giuliana

· **Visual Arts** with Adele

· **STEM** with Waqas

Library:

Students also have access to the school library once a week



Grade 4 TERM 3

$1 \times 1 = 1$
 $1 \times 2 = 2$
 $1 \times 3 = 3$

NUMERACY



Weeks 1–6: Exploring Multiplication and Division, Area and Perimeter and Identifying Patterns

Students will strengthen their multiplication skills and explore how multiplication and division are connected. They will use strategies to multiply larger numbers, estimate and round answers, and calculate the perimeter and area of shapes.

Weeks 7–9: Time

Students will focus on telling time using both 12-hour and 24-hour formats. They will learn to convert between different time formats and calculate elapsed time to solve problems involving duration in real-life contexts, such as timetables and schedules.

TIPS FOR HOME

- Practice multiplication facts through games, flashcards or quick quizzes.
- Encourage your child to estimate answers before solving, then check how close they were.
- Explore perimeter and area by measuring rooms, gardens or objects around the house.
- Practice reading both digital and analog clocks together.
- Use TV guides, timetables, or schedules to explore time conversions and durations in real life.



READING

RECIPE



Weeks 1–4: Procedures

Students will explore a range of procedural texts such as games, recipes and instructions. They will focus on understanding the structure and purpose of these texts, and participate in hands-on language experiences to deepen their understanding of how clear, step-by-step instructions help readers follow a process successfully.

Weeks 5–9: Narratives

Students will analyse narrative texts by exploring their structure, themes, and characters. They will practise making inferences about characters' feelings, traits and motives, and identify key messages or lessons within the story. Students will also examine how authors use language to create mood and meaning.

TIPS FOR HOME

- Look for procedural texts in real life (e.g. how-to guides, manuals) and talk about their structure and purpose.
- Ask your child to infer how characters are feeling and why they make certain choices.
- Talk about the theme or message in a story—what does the character learn or realise?

WRITING

NOVEL



Weeks 1–4: Procedures

Students will create their own procedural texts, using clear steps to explain how to complete a task. They will focus on using correct grammar and punctuation, as well as strengthening their writing through the use of action verbs, adverbs, and connectives to ensure their instructions are precise and easy to follow.

Weeks 5–9: Narratives

Students will craft their own narratives, focusing on building a strong story structure. They will develop characters with depth and use the five senses to describe settings. Students will also explore figurative language and work to embed a central theme in their writing. Weekly conventions will focus on grammar, punctuation, sentence types, adverbial phrases and homophones.

TIPS FOR HOME

- Encourage your child to write their own instructions for a simple activity.
- Support them in editing their writing for punctuation, action verbs, and time connectives.
- Use the five senses to describe settings—What can you see, hear, smell, feel, and taste?
- Try adding figurative language (similes, metaphors, personification) to make writing more engaging.



INQUIRY



Allies for Inclusion



Students will explore the concepts of fairness, equality, and inclusion. They will learn about accessibility and the importance of recognising and respecting differences within communities. Through discussions and reflections, students will develop a clear understanding of what inclusivity means and why it matters—and will create their own stories to express and celebrate these ideas.

TIPS FOR HOME

- Talk about what fairness and inclusion look like at home, school, and in the community.
- Read books or watch shows that celebrate diverse characters and cultures—discuss what makes each person unique.
- Encourage your child to think about how places and spaces can be made more accessible for everyone.