Welcome
Welcome back to 2016! We hope that you enjoyed a restful holiday season with family and friends, and are as full of enthusiasm for the exciting year to come as we all are! We’d like to extend a particularly warm welcome to those families who are commencing at WPS for the first time, or returning after time away!

It has been really pleasing to observe students actively contributing to the development of shared classroom values and behaviours, settling in to the routines of their new learning spaces and forming relationships with their new classmates.

We’d also like to thank those parents who were able to join us at our Year Four Parent Information Evening on Wednesday. We hope that it was informative and would like to reinforce the message that our classroom doors are always open – please come and speak to us, if you have any concern about your child’s academic or social / emotional development… We pledge to do likewise to you!

As is ever the case at Westgarth Primary School, we hit the ground running with a packed calendar for term one, as shown below.

Your Year Four teaching team: Christine, Dorothy, Glenn, Rosie & Tom

### Important dates /Upcoming events

<table>
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<tr>
<th>TERM 1</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
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<td>WEEK 1</td>
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<td>28-Jan First day of 2016</td>
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<td>WEEK 4</td>
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<td>WEEK 5</td>
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<td>WEEK 6</td>
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<td>07-Mar</td>
<td>08-Mar</td>
<td>09-Mar Regional Swimming</td>
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<td>WEEK 8</td>
<td>14-Mar LABOUR DAY PUBLIC HOLIDAY</td>
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<td>WEEK 9</td>
<td>21-Mar Harmony Day</td>
<td>22-Mar School Photos</td>
<td>23-Mar</td>
<td>24-March Last day of Term</td>
<td>25-Mar GOOD FRIDAY PUBLIC HOLIDAY</td>
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In Term 1 we expect all students to:
- Be at school on time and in line by the 9.00 o’clock bell;
- Ready to learn once in their classroom with all their required materials;
- Ensure that they are upholding their agreed classroom values; and
- Hand in their homework on time.

How you can help your child at home
- Model a positive attitude towards school and all learning experiences;
- Maintain a consistent routine before and after school to help students with organization and responsibility; and
- Discuss three good things that happened at school each day.
What we are learning this term in the classroom

**Literacy**

**Reading and Viewing**
In term 1, year 4 students will be focusing on comprehension strategies such as Finding the Main Idea, Recalling Facts and Details, Understanding Sequence and Summarising. During literacy rotations, students will also explore parts of speech – such as nouns, proper nouns, adjectives, verbs, adverbs, prepositions and plurals – and sequencing connectives – including before, then, following, firstly, secondly.

You can support your child’s reading at home by exposing them to a range of text types (e.g., newspaper, blog, novel, non-fiction texts, graphic novel etc.) and encouraging comprehension by discussing the text that they are reading.

**Writing**
This term, grade 4 students will be focusing on persuasive and narrative text types. Students will be exploring the different structures and text features appropriate to each text type. Students will be developing a writing process for each text genre, which will be displayed in the classroom for students to refer to during 2016. Writing processes will include how we plan, draft, edit and publish a piece of writing.

Spelling foci will be based on each student’s point of need, and will be part of students’ weekly homework. You can support your child by assisting them to complete their homework to the best of their ability and to submit their homework on time.

**Speaking and Listening**
Students will develop their Speaking and Listening skills by participating in pair, group and informal class conversations, discussions and presentations. In particular, when sharing their persuasive texts, students will be explicitly taught to focus on a range of vocal effects such as tone, pitch, pace and volume to relay their opinion.

**Mathematics**

**Number and Algebra**
This term, students will develop their knowledge of place value by representing, ordering and renaming numbers up to 10 000 and beyond, while extending their understanding of addition, seeking to develop strategies for adding two two-digit numbers or three-digit numbers (and beyond, where required).

Students will also explore number patterns – such as those created when using repeated addition and multiples – and the properties of number – including rules when using the four operations on combinations of odd and even numbers.

Students will also continue to develop strategies to accurately recall addition and subtraction facts, multiplication and division facts.

**Measurement & Geometry**
Students will explore the concept of Location, using such features of maps as grid references, scales and keys to move from origin to destination.

**Statistics & Probability**
Students have already been exploring data representation & interpretation, by developing questions with which to collect data, collecting and collating data about their new classmates, and presenting that information in a range of graphs including column graphs and pie charts.

Our goal in Mathematics is to develop problem-solving capabilities within all of our students. Throughout the year, teachers will support students in developing a range of strategies to solve authentic problems, choosing the appropriate strategy for a given problem, explaining their choice of strategy, and considering whether the problem could be solved in another way.

Please note that the learning objectives described above are the standards expected at the end of year four, and are provided as a guideline only. All activities in Mathematics will be differentiated to meet your child’s immediate point of learning need.
INQUIRY - How to be a good citizen

The beginning of term 1 sees us focusing on our classrooms as a "mini-society". Classes have been discussing the expectations and values of their new learning spaces. These discussions have been based on how the students learn best, what makes an excellent teacher, what makes an excellent student and the school values to create a class Code of Cooperation.

As the term goes on, students will begin to gain more of an insight into the definition of rules versus laws.

Using the beginning of the year as a foundation of 'rule making', students will begin to be exposed to information regarding Local Governments and the role that it takes in the community; the role of local government in regards to the creation of laws and jurisdiction.

Students will also learn what services local government provides and how these services can be accessed. In the final weeks of term 1, student will be asked to consider the concepts of identity and belonging to exhibit their understandings of the topics covered over the term.

Student Wellbeing

Student wellbeing is an integral part of students learning. As part of the curriculum focus over term 1 and throughout 2016 grade 4 students will be engaged in activities, which align with the KidsMatter framework (KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children).

If you have any concerns at all, no matter how minor they may seem please come and see us. It is always best to address any issues as early as possible.

https://www.kidsmatter.edu.au/primary
What we are learning this term in specialist classes

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<td>Performing Arts/</td>
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<td>Kitchen Garden</td>
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Please note the timetable may change due to whole school activities.

Physical Education
This term the Grade 4s will start the year off with lots of games while concentrating on sportsmanship. We will be covering 3 sports this term all with an emphasis on ‘striking’ a ball. The first unit of work is cricket where students will work on ball skills and striking the ball. Our second unit is bat tennis and the third is hockey. Students who qualified to represent Westgarth at swimming will compete in District Swimming on Tuesday 23rd February.

Music
This term grade 3 and 4 will be singing and playing many different instruments in an ensemble setting. Including drum kit, piano, guitar and marimba. They will continue to develop skills in note reading, playing orchestral arrangements, composing their own songs and working with others. Students will learn recorder in term 2 and 3. The content of the Ausvels curriculum in music is not theory based but at WPS we strive to include theory as part of weekly lessons so that by the end of grade 6, students have a solid grounding should they wish to continue music studies in high school.

Spanish through Science
In term 1, Year 4 students will be encouraged to keep on building their knowledge of the Spanish language through science. Students will be learning how the Earth’s surface changes over time as a result of natural processes and human activity. Students will work together to look for evidence of change of the surface around the school area and record observations and findings to examine their results and discuss how changes may have occurred. They will also do hands on experiments to learn how erosion takes place naturally and then analyse how different human activities can increase it. While going over each of these stages students will be presented with the vocabulary and language structures used to communicate in Spanish.

Spanish through Art
In term one we’re going to continue our journey in learning Spanish related to time, day and night, the seasons and the weather.
We’re going to create a fold-out journal to represent the passage of time, exploring art materials and techniques such as watercolour and printing. In conjunction with Spanish performing arts, we’re going to explore the fabulous book “The Night Life of Trees” by Shyam, Durgabai and Urveti to create an artwork, further developing these techniques and some other exciting ones (surprise, surprise...).

**Spanish through Performing Arts**

Performing Arts are delivered in the Spanish language in one 50 min session per week in Term 1.

Students explore ideas and improvise with ways to represent them, develop an understanding of performing arts practices and share their work through performance.

Students’ functional language is constantly developed to enable increasingly sophisticated communication in the Spanish Language.

The Performing Arts, Art and Science programs are planned and delivered so that Spanish language introduced in one is recycled, consolidated and expanded in the others.

**From left to right/ top to bottom: 4CD, 3/4G, 4R, 4T**

[Images of students engaged in various activities]