

Year 4 Teaching and Learning – Term 2

Welcome to Term 2!

The grade four students have returned from the holiday break with positive attitudes and enthusiasm, ready to embark on our second term of learning. It has been wonderful listening to their interesting and diverse holiday stories. We have had a busy first term with students participating in MAT Skills sessions and swimming lessons for nearly two weeks. Not only were teachers impressed with the improvement in the students' swimming skills and increased confidence around water but also with their ability to remain focused back at school and continue with their learning. A huge thank you to all of the parents who came and assisted during the swimming program.

It has been great to see our students demonstrating initiative and upholding our school values of working together, excellence, integrity, responsibility and respect through all school activities during term one. We look forward to sharing our learning with you this term in a variety of ways including student reports and the SeeSaw app. We also have a Grade 4 Camp Information Session planned for 1 June. This is a wonderful opportunity to ask Paul, who represents the camp, "CYC The Island" in Cowes, Phillip Island, various questions.

As always please do not hesitate contacting your child's teacher if the need arises as we are here to assist their welfare and educational needs. We look forward to another exciting and rewarding term.

Year Four Teaching team: Aimee, Tom, Brenda, Glenn & Dorothy (Dotty)



Diary Dates

25 April ANZAC DAY (public holiday)

8-9 May Westgarth Cross Country Trials

23 May District Cross Country

1 June Grade 4 Camp Information Session

8 June Curriculum Day

12 June Queen's Birthday (public holiday)

14 June Division Cross Country

21 June Region Cross Country

29 June Parent/Teacher Interviews

30 June Last Day Term 2 – 2.30pm dismissal

What we are learning this term in the classroom

Reading:

In term 1, the year 4s learned and practised the John Munro's 7 High Reliability Literacy Teaching Procedures (or, HRLTPs), which are 7 procedures that strong adult readers use fluently and often unconsciously. The HRLTPs are Getting Knowledge Ready, Vocabulary in Context, Reading Aloud, Paraphrasing, Saying Questions that the Text Answers, Summarising and Reviewing. In term 2, while we continue to use and reinforce these procedures, we will be honing in on a number of comprehension strategies to ensure your child is making meaning from the text, either literally, or by inferring or evaluating. Some of the strategies we will be focusing on are, Finding the Main Idea, Comparing and Contrasting, Making Predictions and Interpreting Figurative Language. As always, we will continue to borrow library books on a weekly basis, and encourage your child to read at least 15 minutes a night for enjoyment and to embed the skills and strategies they have learnt at school.

Writing:

In term 2 we will begin by focusing on persuasive writing. We will be looking at the structure and devices which are commonly used in persuasive texts. The subject matter of these pieces will follow your child's interests in regards to our inquiry unit. Following this, we will be learning about poetry, again, focusing on the structures of different types of poetry as well as poetic devices, such as rhyming and figurative language.

Speaking and Listening:

Your child will have received a holiday homework task, asking them to prepare a short presentation about their cultural identity. This will form one of the many formal speaking and listening tasks, along with our end of inquiry task, for the term, although speaking and listening is an ongoing point of learning for all students in year 4.



Mathematics

Our inquiry into Community & Resources (*'Oh, the places we'll go!'*) aligns with several areas of Measurement & Geometry. Students will use the features of maps – including the key, scale and grid references – to investigate **location**. Student will also explore the concept of **length**, measuring distances in cm and m, and using these to interpret real-life distances from the scale of maps. Students will also make authentic connections to measurement in the kitchen / garden program, where they will use scaled

instruments to investigate both **mass** and **temperature**. The final Measurement & Geometry concept students will consider is symmetries created by reflection (flip), translation (slide) and rotation (turn). In Number & Algebra, students will continue to develop the concept of additive thinking this term by exploring **subtraction**, the inverse operation of addition. Students will develop their conceptual understanding of subtraction, using physical materials and visual representations before moving to symbols and algorithms. Students will also explore **fractions and decimals**, developing an understanding of the value of unit fractions (one half, one third, one quarter, etc.), exploring equivalent fractions (one half is the same as two quarters is the same as four eighths) and fraction decimal equivalents (one half = 0.5, one quarter = 0.25, etc.). Again, students will use physical materials and visual representations to develop their conceptual understanding.

Inquiry

The key understanding guiding our inquiry unit, 'Oh the places we'll go!' this term is: *Urban and rural environments have a range of natural features that affect their communities*. The unit will explore the similarities and differences between the diverse characteristics of places both in Australia and abroad. We will also investigate how the environment supports the lives of all living things and how we can both individually and collectively use places and the environment more sustainably.



Student Wellbeing

During term 2, we will be discussing personal and group strengths as part of *our Resilience, Rights and Respectful Relationships* program. Students will identify their personal strengths, strengths they use every day, they will learn to build team strengths through cooperative games and set goals to develop personal strengths. We will also focus on growth mindset and fixed mindset. What is a growth mindset? It is a belief that a person's abilities and intelligence can be developed through practice, hard work and persistence. A fixed mindset is the belief that intelligence cannot be changed and that you are either good at something or not good at something. Research has shown that students who have a growth mindset are more inclined to take risks with their learning, learn faster, take on feedback and seek challenges. During this term, we will be encouraging a growth mindset through a broad range of activities including discussions on "famous failures in history", team-building STEM challenges, the reading and analysis of rich texts and once again by looking at the structure of the brain and how it impacts on our mindset.



What we are learning this term in specialist classes

Specialist timetable					
	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Education		4G (Aimee)		4T (Rushe) 4AD (Rushe)	4B (Josie F)
Music	4G (John) 4T (John)	4B (John)			4AD (John)
Science/Spanish		4B (Esmi) 4AD (Pilar) 4G (Esmi)			4T (Pilar)
Art/Spanish		4T	4AD	4B	4G
Kitchen Garden		4AD	4T		4B 4G
Library		4T 4B		4AD 4G	
ICT			4AD 4G 4B	4T	

Physical Education

This term the Grade 4s will be working on their fitness levels by participating in many fun fitness activities. Students will be involved in cross country trials at school which is a 2km run for under 10s and 3kms for under 11s on either Monday 8th May or Tuesday 9th May. The focus will be on achieving personal bests. Grade 4s will also be completing units on soccer and newcombe; learning new skills and consolidating ones already learnt. Towards the end of term we will start our athletics training in track events.

Music

This term in music grade 4 students will be focussing on the elements of music (tempo, dynamics, structure, pitch and texture) and discovering how they are used to create moods and ideas in music. In small ensembles, students will create a piece of instrumental music that communicates a feeling or mood by focussing on some of the musical elements. We will use a variety of tuned and untuned percussion instruments when creating the pieces. The students will create their own method of documenting their work.

Spanish Science

Students will be encouraged to continue to build their knowledge of the Spanish language by observing the world around them. They will study how living things develop through life cycles and recognise the environmental factors that can affect them. They will also study different habitats and investigate the role of living things in these habitats. Students will expand their vocabulary relating to animals, plants and their characteristics. They will learn how to explain a sequence in Spanish and increase their knowledge of different actions and the way we conjugate them in Spanish.

Spanish Art

In term 2 students in grades 4 are going to create several artworks inspired by Australian fauna and flora. We are going to experiment with different materials and techniques including watercolour, acrylic paint, block printing, solar printing and gelly printing. Along the way students will expand their Spanish vocabulary on verbs and adjectives used to describe animals and plants (verb to be and to have). To find out more about what we are doing in the Spanish classrooms you can visit the Spanish website <http://wgpspanish.wix.com/westgarthspanish>.

