Welcome to Year 4 - our learning year is well and truly underway! Below is an outline of our units this term:

**Religious Education**
The modules we will be studying this term are: Mary - Woman of Faith, a Model Disciple and Lent to Easter.

**Mary - Woman of Faith**
In this module, students will explore gospel stories that highlight Mary’s faithfulness. Students will be encouraged to discern and learn from the example of Mary and her response to God in the events of her life. It highlights the importance and challenge in the Christian life of listening and reflecting and trusting in the ways of God. Students will have opportunities to honour Mary through liturgy and prayer. Students can be encouraged to explore symbols and artistic images of Mary within the school.

**Lent to Easter**
In this module students will explore the themes of Lent and Easter in a creative and integrated way firstly, through the study of the Gospel reading for the Fourth Sunday of Lent: 'Jesus cures the man born blind from birth' and explore its themes of faith and spiritual discernment in relation to Baptism and the celebration of the Season of Lent.

Through participation and involvement in the module as well as in whole school Lent and Easter activities and celebrations, students will gain an awareness of the stories, actions and symbols of Lent and Easter. By exploring the significance of Jesus washing the disciples’ feet they will reflect upon their understanding of the new meaning Jesus gave to the sharing of bread and wine at the Last Supper and to relate the Church's celebration of the Eucharist to its hospitality and service to all.

Finally, students will explore the Emmaus story and how the risen Jesus brings hope, peace and joy to disciples who are sad, confused and/or afraid. Jesus’ resurrection is not viewed as simply a story but as a reality. Students will consider how they can bring the peace of the risen Christ to others and hopefully understand that the Emmaus journey is essentially a story about discipleship.

**English**

**Literacy Groups**
Children are grouped and work independently or cooperatively while the teacher is instructing a focus group. Children also take part in modelled, shared and independent reading daily. Some of the aspects we will be looking closely at this term are:

- Reading a variety of texts
- Developing strategies for reading unknown texts
- Comprehension strategies with a focus on linking to what we already know (self, other texts, global)
- Listening while teacher models reading using a big book or serial reading

**Spelling**
Children will continue to use the *Sound Waves* spelling program to focus on phonemic awareness (sounds in words). Children will focus on a different sound each week and how that sound relates to a number of spelling words. There is also a regular focus on spelling rules. Individualised weekly spelling lists will be based on the weekly sound, thematic words and tricky words determined from children’s own writing. Proof reading and editing skills are an important part of the writing process and are a focus for Stage 2.
**Handwriting**

Students in Year 4 are continuing to refine the correct formation of all letters in joined Foundation style handwriting. Children have focused handwriting lessons each week based on the scope and sequence presented in the *Handwriting Conventions* text. Correct posture and pencil grip are encouraged at all times. Students in Year 4 are able to receive a ‘Pen Licence’ when they are writing fluently, legibly and consistently with joined letters. We expect a high standard of bookwork from the children.

**Writing**

In class the children are involved in construction of shared and independent texts. There will be both class and small group focus to examine how we compose texts. Grammar conventions and punctuation will also be taught. The types of texts to be covered this term are Informative texts and Imaginative texts with a focus on poetry.

**Mathematics**

Over the whole of Term 1, Year 4 will be covering the following mathematical strands in numeracy:

**Number and Algebra (Whole Numbers)**

Students will count, order, read and record numbers up to five digits.

**Addition and Subtraction**

Students will use mental and written strategies for addition and subtraction involving two, three, four and five digit numbers.

**Chance**

Students will describe and compare chance events in social and experimental contexts.

**Data**

Students will select appropriate methods to collect data and construct, compare, interpret and evaluate data displays including tables, picture graphs and column graphs.

**Length**

Students will measure, compare and record lengths, distances and perimeters in metres, centimetres and millimetres and measure, compare and record temperatures.

Explicit instruction in problem solving techniques will also be a focus in Year 4. The children will work mathematically using a variety of problem solving techniques across the above strands.

**HSIE**

**What inspires ordinary Australians to do extraordinary things?**

This unit explores the concepts of multiculturalism and Australian identity. It begins by exploring the question ‘Who are Australians?’ and recognising that the Aboriginal and Torres Strait Islander people have lived in Australia for more than 60,000 years. During the unit students identify their own cultural backgrounds and the migration stories of other people, leading to an appreciation that as Australians we come from many different cultural backgrounds.

Through individual and community stories students learn about the contributions made by a variety of Australians from diverse cultural backgrounds. They investigate ordinary people who have achieved extraordinary things in order to help their community. They investigate the characteristics shared by these people and explore ways in which they too can make a contribution.

**Science and Technology**

**Which Came First? (Plant Focus)**

This unit focuses on observable features, change and growth of living things to the concept of life cycles, as students observe first-hand the stages in the life cycle of a plant. Students develop and evaluate an information product based on their research into how changes in the environment could affect the life cycle of a plant population.
Personal Development/Health and Physical Education

Positive Relationships including...
Understanding Bullying
This unit focuses on identifying the behaviours that constitute bullying, identifying positive strategies for dealing with bullying situations and understanding the role of the bystander in a bullying situation and how he or she can help a person being bullied.

Positive Thinking
This unit focuses on developing children’s positive self-image and self-esteem by exploring the following topics:
- Feeling good about myself
- Using positive self-talk
- Understanding teasing
- Taming teasing
- Building self-esteem
- Friendship and cooperation

Positive Behaviour for Learning (PBL)
Cyber Safety is a prime area of focus as we start the year, and all children have engaged in interactive activities in the classroom discussing appropriate behavior and information that should be revealed on the web and how to protect their privacy and safety. Our PBL lessons will cover the rule CARING FOR SELF and focus on rewarding children positively with Reasons to Smile awards and class incentives. Children will also look at modeled behaviors that assist classroom learning, playground behavior and caring for others in our school community.

Creative Art and Practical Arts
This term our creative arts will correlate with our HSIE and Science Units.
Students will be using a variety of mediums in Visual Arts and participating in a weekly music/drama lesson.

Homework
Homework will be given to the children weekly. It is given on a Friday and is to be returned on the Thursday of the following week. Homework will include nightly reading, maths and spelling activities. Home reading can be from books of the students’ own choice and pages read should be noted nightly in their diaries. Other learning experiences may include research, physical education activities and social skills. Throughout the year there will be a particular focus on mastering times tables (1-12) as this is expected by the end of Year 4. Parents are asked to check that the homework is complete and sign the diary. The diary can also be used as a form of communication between teachers and parents.

Reminders
Sport is held on Fridays for both 4N and 4B with Mrs Wiggins
Sport (extra PE lesson) is on Tuesday for both classes
Library is held on Wednesday for 4B and Tuesday for 4N with Mrs Melonie Harrison
Music/Drama is held on Fridays for both classes with Ms Susan Rudd

Children are to wear sports uniform on Tuesdays and Fridays.

Dates for your Diary
Tuesday 10th February - 6:00pm Parent Information Sessions
Wednesday 11th February - Opening School Mass 11:30am
Wednesday 18th February - Ash Wednesday Mass 11:30am
Friday 20th February - Welcome BBQ 5:00-8:00pm
Wednesday 25th February - Sacred Heart Swimming Carnival – Years 2 to 6
Monday 2nd March (Week 6) - Wellbeing Week
Wednesday 11th March  - Year 4 Class Mass 9:15am
Wednesday 25th March  - 4B Reconciliation 10:00am
Wednesday 1st April   - 4N Reconciliation 10:00am
Tuesday 24th March    - Years 3 & 4 Soccer Gala Day

What a busy term! We look forward to a wonderful period of learning and growth in Year 4.

*Mrs Caroline McNally, Mrs Chris McBryde, Mrs Janelle Pitcher*