The Year 4 Teachers for Term 4 2016 are:

- **Year 4E Class Teacher**: Ms. Kath Egan (kegan@lism.catholic.edu.au)
- **Year 4C Class Teacher**: Mrs Maureen Clarke (maclarke@lism.catholic.edu.au)
- **Year 4C Class Teacher**: Friday Mr. Richard Ryan (rryan@lism.catholic.edu.au)

**Teacher Assistant**: Mrs Sue Shiels (four-five hours per day)

- **Additional Needs Teacher**: Mrs Jenny Powell
- **Literacy Support Teacher**: Ms Kerry Andrews - two hours per week - Year 4
- **Creative Arts**: Mrs Bree Zakaris - one hour per week
- **Science**: Mr Richard Ryan - one hour per week
- **Personal Development & Health**: Mrs Jess Maginnity (4C) & Ms Kerry Andrews (4E) - one hour per week

**Outline of Key Learning Areas**

**Religious Education (RE)**

Religious Education will follow the Lismore Diocesan Religious Education Program. The program is supported by the Student resource text *To Know Worship and Love.*

**Term 3**

**Weeks 1-5 4.7 Prayer: Being with God**

In this unit students will explore prayer and ways of praying as a means of developing their prayer life. They will be introduced to experiences of prayer, drawn from the rich Catholic spiritual heritage. Students will explore the place and purpose of prayer and a variety of prayer styles.

**Weeks 6-10 4.8 Advent to Christmas: A Time for Journeying in Hope**

This unit explores the concept of journey. We learn about the journeys of people of the Old Testament and God's faithful relationship with them. The unit also examines the New Testament journeys of Mary and Joseph and the Wise Men.

During Advent we focus on our preparation for the journey towards Christmas and the second coming of Christ in glory. We focus on ways we can respond to God-with-us on our journeys of faith and life.

Students also participate in the **Making Jesus Real Program (MJR)**. This is a Christian based Personal Development & Values program. We often refer to this program in our Homework Grid. You will also receive **Making Jesus Real Program (MJR)** information through the School Newsletter and in other school communication.
Students will have a number of opportunities to join in prayer and worship. The whole school will participate in Mass 3 times per term and on some Special Feast Days. Our Year 4 Grade group will be able to attend Reconciliation and Adoration as per the school calendar. We hope that you will be able to be with us for some of these Liturgical Celebrations. Both your child and our Year 4 Group community value your presence. Families are invited to the Parish School’s Family Mass, which occurs once per month on a Saturday evening at 6pm.

**English**

**Term 4: Informative Texts & Imaginative Texts**

**Term 3: Literature Study - “The BFG” by Roald Dahl.**

The BFG is the story of a little girl called Sophie who one night is snatched by a Giant – luckily that Giant is the Big Friendly Giant who collects dreams rather than eating people. The story follows their unlikely friendship and their plot to stop the foulsome giants who also live in Giant Country. The BFG explores the themes of: FRIENDSHIP, DREAMS and BELIEVING. The students will explore how authors use literary devices such as humour and figurative language to entertain and attract readers.

**Reading and Viewing**

Study will include:

- Information Reports: Written, Audio and Visual
- how authors use sizzling starts in Information Reports
- how authors organise information in Information Reports
- how authors use maps and diagrams
- how authors use humour and figurative language to entertain and attract readers.

**Modelled and guided reading** will focus on a variety of texts.

A major reading resource in Year 4 is the monthly School Magazine developed by NSW Dept of Education (Comet, Orbit, Countdown.) Students are guided and instructed both as a whole class and within individual needs groups.

Students will participate in the **CARS and STARS** Reading Comprehension Program. Study will include skill building in:

- Identifying author’s purpose
- Interpreting Figurative Language
- Distinguishing between real and make believe

We ask that you encourage your child to read each night. **Time spent reading is invaluable.**

**Writing and Representing**

Specific areas of study include:

- Techniques when working with dialogue,
- Techniques to develop the author’s voice, mood, setting and characterisation.
- Sizzling starts to creative writing.
Students will continue to develop skills in effective and accurate sentence structure, punctuation, vocabulary development, language forms and features such as adjectives, adverbs, nouns, pronouns.

**Handwriting**
The students write using Foundation style cursive in bookwork, and explore joins that facilitate fluency and legibility. Each student has a Handwriting text (Handwriting for New South Wales.) The students will continue to practise and develop skills as they work towards achieving a pen licence.

**Spelling**
Our major resource is the Sound Waves Spelling Program. Students are guided and instructed both as a whole class and within individual needs groups. Spelling strategies will be learned through a variety of learning activities and media. Students will learn to spell an individualised group of words appropriate for their level of development.

**Individualised Spelling Program includes:**
- Pre-Test Core list words
- Feedback to students
- Selection of individual word list based on Pre-Test results.
- Individual word lists are included in Year 4 Homework.
- Students apply a Word Knowledge rating of a. b. c. d. as illustrated below:
  a. I know the word, can give a precise definition, precise synonyms and can use the word in a sentence.
  b. I have some knowledge of the word and could use it in a sentence.
  c. I have heard of the word, but don’t feel confident providing a definition or put it in a sentence.
  d. I have no knowledge of the word.
- Individual word lists are tested on Friday

**Library Times**  
4C: Monday  4E: Tuesday

**Maths**
The Teaching/ Learning Program will be developed through the central role of Working Mathematically. Working Mathematically encompasses the five interrelated components of Communicating, Problem Solving, Reasoning, Understanding and Fluency. Learning activities will be organised within the content strands of Number and Algebra, Measurement and Geometry, Statistics and Probability.

Learning activities and organization will be flexible and designed to meet the learning needs of all students. Students will work individually, and in groups to enable best learning, confidence and success.

**Whole Number:** Recognise, represent and order numbers to at least tens of thousands.

**Addition and Subtraction:** Solve addition and subtraction problems involving money. Use trading technique.
**Multiplication and Division:** Develop efficient mental and written strategies. Apply the inverse relationship of multiplication and division.

**Fractions and Decimals:** Recognise that the place value system can be extended to tenths and hundredths, and make connections between fractions and decimal notation.

**Time:** Read and interpret simple timetables, timelines and calendars.

**Data:** Represent given or collected categorical data in tables, column graphs and picture graphs, using a scale of many-to-one correspondence.

**Volume and Capacity:** Use scaled instruments to measure and compare capacities.

**Three-Dimensional Space:** Investigate and represent three-dimensional objects using drawings.

**Two-Dimensional Space:** Compare and describe two-dimensional shapes that result from combining and splitting common shapes. Create symmetrical patterns, pictures and shapes.

The on-going learning and practice of **Multiplication Tables and Number facts** are also encouraged both at home and at school.

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**Geography Terms 3-4**

**Term 3: The Earth’s Environment**

Students explore the climate, natural vegetation and native animals of places in Australia and Asia. They examine the importance of natural vegetation and natural resources to the environment, animals and people.

**Science and Technology**

Science and Technology is taught by Mr. Richard Ryan on Wednesday.

**Term 3: Material World**

New materials have revolutionised modern life. Plastics have been used instead of glass in bottles and windows, and even instead of metals in aeroplanes. Lighter, stronger, warmer fabrics have made extreme weather conditions more comfortable. Designers incorporate new materials in clothes and bags to better suit our needs. Materials scientists are now researching materials that have desirable properties but have less impact on the environment.

**Creative Arts**

Creative Arts is taught by Mrs Bree Zakaris on Wednesday.

**Term 3: Drama**

Throughout term 3 students will develop knowledge and understanding, skills, values and attitudes in Making, Performing and Appreciating by engaging in role, dramatic contexts, elements and forms. In making drama, students learn how to investigate their world through devising plays, role-plays and imagined situations. In performance, they develop their skills and appreciation of dramatists, actors, playwrights, devisers, directors and designers.
Students will be given opportunities to explore drama through improvisation, movement and mime, storytelling, readers theatre, puppetry, mask, video drama and playbuilding.

**Personal Development, Health and Physical Education**

**Personal Development, Health** is taught by Mrs Jess Maginnity (4E) & Ms Kerry Andrews (4C) on Thursday.

**Term 3: Me, myself & I**

How is personal growth and development influenced by personal identity, values and changes related to puberty and life?

**Physical Education (PE)**

**Term 3: Dance Fever:** Students learn a variety of dance styles. Conducted by teachers from Dance Fever every Tuesday.

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**Homework**

Maximum time allocated to nightly homework for Year 4 should be 15 to 20 minutes per day. Please remember that no homework task should cause family stress.

- **Homework Grid:** This includes a Reading Log and a variety of optional and compulsory activities to complete.
- **Spelling:** Individual Spelling word list
- **Mathematics:** A range of activities are given in order to meet the needs of all students. Please be advised that your child should complete some of the suggested activities.

**Reading is an important aspect of the home program.** Please remember that reading should be enjoyable and easy and at the student’s own level. *It is expected that the students will read each night.*

- Both individual and shared reading with an adult is an advantage
- Time spent in discussing the text is most beneficial.
- Encourage your child to use the School and local Library and to read a wide variety of reading material.

A Student Diary and Home/School purple folder are provided. Please ensure that the Home/School purple folder and Student Diary are returned to class each day.

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**Learning Materials**

The following is a list of learning materials that you child will require in Term 3. *The school provides the necessary books and paper. Students need to supply the following:*
1 x red pen /1 x blue pen 3 x Lead pencils (HB)
30 cm ruler (non flexible and standard width) Highlighters
2x Erasers pencil sharpener
coloured pencils glue stick
scissors 3x black whiteboard markers
Headphones or similar USB- Data Stick
Water bottle A large box (plain white and unscented) tissues
Mouse- (optional) Textas (optional)
Hand Towel (PE/fruit)

Please label all personal items.

Tissues are not provided through normal school store, but it would be appreciated if a large box (plain white) could be sent in with each child for use throughout this second semester.

Please feel free to make appointments to discuss your child’s progress or any concerns, either through the school office or directly with your class teacher.

Please check your child’s Diary, the School Newsletter, Homework Grid and School Calendar for class/school events and teacher updates.

Thank you for your support and involvement,

Kath, Jonathan and Richard