YOUR 4 2016 TERM ONE OVERVIEW

Welcome to an exciting year in Year 4 St Francis Xavier.

The Year 4 Teachers for 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)

Organisation of Class Learning Environment

The students have spent the last week and a half settling into routines and procedures within the classroom. This is an important start to the year and is designed to enable student success and confidence.

Our students are grouped in Roll Classes. They will participate in a number of learning activities within this home class. Students will have the opportunity to work individually, in pairs or as part of a small learning team.

Both Year 4 classes will work together in flexible learning groups for English. This organization is designed to benefit individual needs in this very important Learning Area. There will be other occasions when the classes will join together for Year meetings and other learning activities eg PE and some Inquiry Learning activities.

Year 4 students generally work within Stage 2 of the Curriculum. However, the learning Outcomes will not all be achieved by all students at the same time. The students will be expected to work to the best of their ability and achieve appropriate individual levels. Activities will cater for all learning styles and abilities.

KEY LEARNING AREAS

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.

Units of Study Term 1:

Living The Law Of Love. This unit explores the the purpose of rules in groups and communities. The unit leads to a deeper understanding of how the Commandments and Jesus’ ‘new commandment’ guide us in living in relationship with God and others.

Lent: This unit focuses on the Liturgical Season of Lent as a time to reflect on how we live our lives. It explores choices and their impact on our growth and conversion.

Easter: This unit explores the experience of the disciples at the first Easter and the presence of the risen Jesus.

Students also participate in the Making Jesus Real Program (MJR). This is a Christian based Personal Development & Values program. We invite you to discuss this program with your child when they bring their MJR book home to share.
Students will attend Mass 3 times per term and for any Special Feast Day or Holy Days of Obligation. We hope that you will be able to be with us for some of these Liturgical Celebrations. Both your child and our Year group community value your presence. Families are invited to the Parish Schools Family Liturgy which occurs on the 1st Saturday night Mass of the month at 6pm.

**English**

English lessons are central to all our learning and are linked with many Key Learning Areas. The study of English should develop a love of literature and learning and be challenging and enjoyable. The students will participate in Reading and Viewing, Writing and Representing, Speaking and Listening, Responding to Text and Composing Text.

**Term 1**: Imaginative Texts

**Term 1**: Literature Study—“Tales Of A Fourth Grade Nothing” by Judy Blume

**Reading and Viewing**

Modelled and guided reading will focus on Imaginative texts and their structural and language features as well as developing comprehension skills and strategies for reading Imaginative texts. The students will extend their understanding of purpose, audience and subject matter.

Students will CARS and STARS Reading Comprehension Program.

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

**Writing and Representing**

Students will focus on character development, effective and accurate sentence structure including punctuation, vocabulary development, language forms and features such as adjectives, adverbs, nouns, pronouns. They will examine how authors and illustrators make stories interesting.

**Handwriting**

The students will 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 begin to use pen during the year, as their skills develop.

**Spelling**

The whole school approach to spelling is through the Sound Waves Program. The Sound Waves approach uses a sound-to-letter strategy, which acknowledges that sounds can be represented in more than one way. The Sound Waves approach focuses first on the basic units of sound in our language - phonemes. It then explores the letters that represent these sounds and how they can be put together to form the words in our language. Our students have access to Sound Waves on line. Spelling strategies will be learned through a variety of learning activities and media. Students will learn to spell an individualised core group of ten words appropriate for their level of development.

**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 various groups to enable best learning, confidence and success.

A variety of Maths materials will be used to support learning throughout the program. Students will regularly use various Maths tools such as whiteboards and technology. They will participate in some online Mathematical learning tasks.

The on-going learning and practise of Multiplication Tables and Number facts are also encouraged both at home and at school.
History and Geography (replaces Human Society and It's Environment Curriculum)

History Terms 1–2  First Contacts
This topic introduces world history and the movements of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.

Geography: Terms 2–4

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

Units of Study:
Term 1: Plant Action. Plants are a vital aspect of human life. We rely on them for health and survival as well as for beauty and leisure activities.

Information Communication and Technology
We are very fortunate to be able provide a number of computer devices for the students to use in class. We will be incorporating the use of these devices into all Key Learning Areas (KLA’s) throughout the year. However, bookwork will also be an important component of our lessons.

Creative Arts
This subject incorporates learning in Visual Arts, Music, Drama and Dance and will involve a variety of activities. Mrs Bree Zakaris will be taking the Creative Arts program for 1 hour per week.
Term 1: Visual Arts 4C: Wednesday, 4E: Wednesday

Personal Development, Health and Physical Education

Personal Development (PD) and Health: Friday
Units of Study: Term 1 Happy, Healthy & Safe
Physical Education (PE): Term 1 Active Lifestyle 4C and 4E: Monday & Wednesday. We believe that fitness and activity are important aspects in student development and growth. Additional PE/Sport/Carnivals may be scheduled due to whole school focus and timetable.

Homework
Students will be given a variety of Homework activities throughout the year. There will be optional and compulsory activities to complete.
Homework details will be communicated as the Term progresses and after Goal setting.
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.
- 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.

Teacher/Parent Communication
Parents are the first and most important educators of their children; therefore it is essential that we support each other in your child’s growth and development. Please feel free to make appointments to discuss your child’s progress or any concerns, either through the school office or with your class teacher. Each student has been issued with a Student Diary. Please check your child’s diary for class/school events and teacher updates.
There are several ways in which students are acknowledged for their positive attitude, considerate behaviour, co-operation, school spirit and achievement. Awards are presented each week at Assembly. Acknowledgement for student effort, contribution and achievement occurs regularly within the classroom.

Our school's Behaviour Code of Respect, Safe Behaviour, Effort and Self-Responsibility within the classroom and out of the classroom are expected at all times. Class Dojo is a Behaviour tracking program that is used to assist students in keeping track of their weekly cooperation, organisation and work habits. This can be accessed by parents and caregivers at any time. A Parent Class Dojo Code is supplied.

We believe that mistakes should be viewed as a learning experience not as failure. The students are aware of the class and school rules and the consequences for continued disregard of those rules.

Parents will be notified of continued behavioural problems or incidences that occur at school through a Student Reflection Sheet that will link to the school's behavior codes.

Please encourage your child to eat healthy nutritious food and ensure that they have an appropriate lunch and afternoon tea. Students are given an opportunity to eat fresh fruit during the morning session. Please send fresh fruit only and please pre-cut extra juicy fruit. A hand cloth/towel is helpful. Each child also needs a water bottle to be kept in the classroom during the day.

If your child is absent from school, due to sickness or another unavoidable circumstance (part or full day), we ask that parents or guardian explain the absence. This can be done through a written note, email, school website or through the use of Shoolzine app. Whilst we appreciate receiving a telephone call informing the school of absences, a written explanation of all absences is essential to fulfill legal requirements. Students who arrive late to school need to report to School Administration please.

If your child will be absent for a period of more than 15 days, you are now required to submit a completed form requesting permission from the principal. If your child will be absent for a period of longer than 50 days, a special leave form is required to be completed. Once completed these are submitted to the Director of Catholic Education in Lismore for approval. These forms are available from the school.

The following is a list of learning materials that you child will require in 2016. 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.

The school provides the necessary books and paper. Students need to supply the following:

- 1 x red pen / 1 x blue pen
- 5 x Lead pencils (HB)
- 30 cm ruler (non flexible and standard width)
- 2x Erasers
- Highlighters
- coloured pencils
- pencil sharpener
- scissors
- glue stick
- Headphones or similar
- A packet of black whiteboard markers
- Water bottle
- USB - Data Stick
- Mouse- (optional)
- A large box (plain white and unscented) tissues
- Textas (optional)
- Hand Towel (PE/fruit)
- Tissues

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 first semester.

The students will use a dictionary regularly. It would be an advantage for your child to have a personal Dictionary in order to support their learning both at home and at school.

Thank you for your support and involvement,
We look forward to working together with you.

Maureen, Kath and Richard