**Grade 4 teachers 2016**

4G—Alan Gillies  
4M—Gayle Millard  
4T—Jac Tanner  

**Literacy**

**Reading**

Students will rotate through a number of tasks each week, including: Guided Reading, computer tasks, independent reading, shared reading, READ booklets and Reader’s Theatre. These tasks are designed to help develop comprehension of written and spoken text, such as: identifying the main idea of a text, using prior knowledge and linking information across texts, making predictions and inferencing.

**Writing**

During writing, students participate in various styles of writing. **Secretarial**, which includes handwriting, punctuation, spelling and editing of their work. **Authorial** writing, which involves planning, i.e. “What will I write about?”, developing an introduction, complication and conclusion. Students also **Publish** their work in the form of either a book, poster, poem, brochure, etc. The **Genres**, or types of writing covered include: Narratives, Recounts, Persuasion, Procedures, Explanations, Expositions.

**Spelling**

Students continue to move from sounding out words to visual (recognising when words don’t look right). We utilise most used words lists, topic and personal lists from writing, and participate in spelling investigations to learn and understand common patterns in the English language.

**Maths**

During maths we emphasise the application of Numeracy into everyday situations. Students are placed in flexible groupings, based on point of need. Our lessons include warm up ‘mentals’ (number facts), which are then followed by whole class activities, students then break into small group or partner tasks, with a whole group reflection at the end.

We will often begin a maths lesson with an open ended question. An example of this is, “How many combinations to 20 can you make?”, rather than “15 + 5 =?”. Worded problems are also incorporated into lessons where appropriate.

Throughout the year we will continue to build problem solving strategies, such as guess and check, estimation, working backwards and drawing diagrams.

An ongoing focus will also be around the development of a broader understanding of the 4 processes and how to apply them.

Students should be developing a sound understanding of their times tables facts. We will focus on the ability to apply this knowledge to inverse processes. e.g. $3 \times 4 = 12$, $4 \times 3 = 12$, $12 \div 3 = 4$, $12 \div 4 = 3$, $\frac{1}{3}$ of $12 = 4$, and $\frac{1}{4}$ of $12 = 4$.

We encourage parents to drop in for a chat, though we may have to organise an alternative time if a longer discussion is required. We have staff meetings after school on Monday and Tuesday afternoons.

Please remember to communicate with your child’s teacher as soon as any issue arises.

Grade 4

Parent Information
**Physical Education**

Sport is on Monday afternoon. Students will rotate through various games.

Platoon is on Wednesday at 2:30 and Thursday at 10:30am. This involves skill development, including throwing, catching and kicking.

The swimming, athletics day and cross country runs will be conducted throughout the year.

Bike Ed and Traffic Safety will be a major focus in Term 3, as a build up to our camp in Term 4 to Derby Hill.

**Integrat ed Units of Work (Throughlines)**

**Personal / Individual throughline**

**Unit 1—Ready Steady Go**

How do my choices make me healthy & successful?

**Community and Culture throughline**

**Unit 2—Australians, who are we?**

What does it mean to be Australian?

**Progress and Change throughline**

**Unit 3—Super Scientists**

How can we make life easier?

**Environment throughline**

**Unit 4—My Actions our Future**

How do our actions affect the environment?

**Specialists**

**Music**— Mr. Trewartha (4T-Monday, 4G-Wednesday, 4M-Thursday)

**Art**— (4M, 4T-Mrs. White-Wednesday. 4G-Mrs. Watchman-Thursday)

**French**—Madam Egan (4G, 4M-Tuesday, 4T-Wednesday)

**PE**—Mr Scoble (4M, 4T-Wednesday, Thursday). Ms Potter (4G-Wednesday, Thursday)

**Library**—Teachers take own class sessions. (4G-Tuesday, 4M-Wednesday, 4T-Friday).

**Home Routines**

- **Reading Journals**—students to fill in, initialed beside day of the week and a weekly comment. Students are also to complete the weekly tasks in the journal. Listening to your child read on a regular basis. We frequently emphasise with students that reading out loud requires a different skill set than reading independently. The Reading Journal also has a number of questions to ask your child during the reading process.

- **Homework**—reinforces class work. It will be sent home each Friday and is due back the following Thursday. We ask that families please negotiate the best time to complete the homework and discuss the work with your child. Please remember to sign the homework booklet each week.

- **Tables/ Number Skills**—reinforce at any time.

- **ICT**

  Have frequent conversations with your child about their learning, such as asking about a highlight of their day.

  We will incorporate a weekly Information Technology session, which will cover a number of aspects throughout our curriculum, including use of: digital and flip cameras, interactive white boards and netbooks. The internet will be used to research various topics. Programs such as Mathletics and StudyLadder will be used to support learning. We will also focus on Cybersafety and sharing work via e-mail and class blogs.

**Camp**

The Grade 4 camp will once again be held during the first week of Term 4 at the Blue Light Youth Camp in Maldon. A focus will be around road safety and bicycle riding. More information will follow later this term.