

Year 4 2022



Year Three

3G Miss Hayley Gillett
3N Miss Sammy Nelson
3P Mrs Serah Pettitt



OUR TEAM

HPG

3/4B Mrs Anna Button

Year Four

4G Miss Eliza Griggs
4S Miss Kat Saul
4M Miss Katie Moore (Assistant Principal)

STUDY
HARD!

+ x ÷

Ask class teacher for sport and library day

Black sports shoes must be worn
for regular AND sports uniform



Be kind to
each other

Listen to
each other's
ideas

Care for each other
when we are sad

Offer to
help each
other

Use kind words to
explain to others
why we are angry,
annoyed or sad

RESPECT

Take care
of the 4M
classroom

Say sorry
if we
make the
wrong
choice

Ask to borrow
other people's
belongings

Put your hand
up to share
your awesome
ideas

4M Classroom Expectations

These were co-created as a class based on our school expectations of Respect, Responsibility and Aspire.

Take
pride in
our class
work

Wear our
uniform
correctly

Share
resources

Responsibility

Complete
our 4M jobs
responsibly

Help
younger
and new
students at
JPPS

Walk around
the classroom
and put back
things we use

Try our
hardest

Encourage
others

Be confident
to join in

Don't give up

ASPIRE

Complete our
4M jobs
responsibly

Help younger and
new students at JPPS

Try new
things

We use a restorative method at JPPS

4G

respect

We listen intently
when others are
speaking to us.

respect

We care for our
belongings and the
belonings of others.

responsibility

We are on time and
organised for lessons
and extra activities.

responsibility

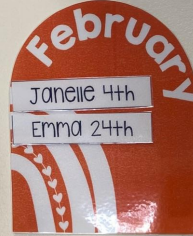
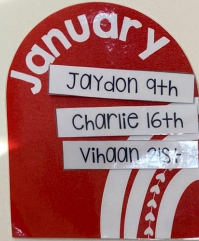
We are responsible
for our actions and
solve conflict in a
mature way.

aspire

We demonstrate a
growth mindset and
never give up trying.

aspire

We take pride in our
work, always striving
for it to be our best.



in our class we
**AIM TO
REACH**
our goals

VIEW
mistakes
as opportunities

FIND
solutions
BE KIND
to ourselves,
others and the world

**USE OUR
STRENGTHS**
at challenging times
always do our

BEST

Year 4 Term 1 Learning Overview

This will be emailed to you as a separate document. Read through it to find out what your child is learning this term.

JPPS Stage 2 Year 4 Term 1 2022 English Overview for Parents/Carers

ENGLISH

Writing and Representing

Stage 2 students will plan, compose, and revise well-structured imaginative and persuasive texts. They will use simple and complex sentences, paragraphing and punctuation conventions characteristic of the various text types. Each week they will compose at least one written text independently and identify elements of their writing that need improvement using teacher and peer feedback. They will plan their texts using scaffolds and support their persuasive texts with research and examples. They will assess their own writing by checking for meaning, appropriate structure, grammatical choices and punctuation.

Reading and Viewing

The Stage 2 reading program encourages students to build on their love of reading by exploring a range of engaging imaginative and persuasive texts. Students will learn to use comprehension strategies to build inferred meaning so that they are able to understand the deeper meaning of texts and expand their content knowledge. Students will be taught to use strategies including monitoring their reading by annotating texts, drawing connections between personal experiences and characters/events, identifying themes and perspectives in texts, summarising to find the main idea and questioning.

Listening

Students will learn to interact, contribute to and lead discussions effectively during pair, group, and whole-class situations. They will use interaction skills such as turn-taking and active listening and communicate in a clear, coherent manner using a variety of learnt vocabulary. They will help students to share information and ideas and negotiate in collaborative situations. They will also learn how to summarise their own views and report them to a larger group.

Handwriting and Digital Technologies

Students will learn to write using NSW Foundation Style cursive and explore joins that facilitate fluency and legibility. They will recognise that legibility requires consistent size, slope and spacing. Students will use word processing programs to construct, edit and publish their written texts.

Reflecting on Learning and Goal Setting

Students will jointly develop success criteria for the successful completion and assessment of their own and others' reading, speaking and written tasks. They will learn to reflect on, plan and refine their written imaginative and persuasive compositions accordingly, with support from their teacher, students set writing and reading goals to help them keep track of their improvements.

Spelling and Grammar

Students will discuss and use strategies for spelling difficult words such as applying their knowledge of spelling rules, morphemic word families, spelling generalisations and letter combinations including double letters. They will learn to identify spelling errors in their own writing and use a variety of strategies to make corrections. Through inquiry, students will understand how knowledge of word origins supports spelling. Students complete word work activities each day which include specific spelling words, sounds, rules and a grammar focus.

Spelling Overview: Our goal is for students to gain confidence in their attempts to spell difficult words in their written compositions.

Real e.g. growl
reals e.g. business
re (Latin) means three e.g. triassic
fall e.g. available
mean e.g. placement
quall (Latin) means four e.g. quadruped
is e.g. debate
fall e.g. further
quill (Latin) means four e.g. quibble
lay e.g. display
scot e.g. scold
pent (Greek) means five e.g. pentathlon
fall e.g. sever
light e.g. month
compound words e.g. skateboard
sex (Latin) means six e.g. sexagenarian
fall e.g. spell
di e.g. climb
Sept (Latin) means seven e.g. September
fall e.g. pursue
sc e.g. scramble
oct (Latin) means eight e.g. octave

Vowels a, e, o, i, u usually say their name at the end of a syllable.
 E.g. position, law, better
Revision of previous rule
 Drop the -e when -ing is added to words ending in -ce and -ge, but keep the -e when -able or -ness is added.
 E.g. notice, nothing, noticeable, change, changing, changeable
 We often double (t, l, s) after a single vowel, at the end of a new syllable word, for example: full, puff, pass, full
 The prefixes dis- and mis- never drop their 'i' even when added to a word beginning with 'i'.
 E.g. dis- ability mis- fortune
The full sound: At the beginning of a word, use 'ff' at the end of a word, use 'th' and when the full sound is followed by 'se' or 'ss' use 'ss'.

For nouns that end in 't' or 'r' change the 't' or 'r' to 'v' and add 'ss'.
 E.g. halfhearted, halfheartedness

Grammar Focus - Term 1

Use punctuation to achieve a specific purpose
 adjectives
 homophones
 direct and indirect speech
 simile
 adverbs
 tense
 synonyms and antonyms

Mathematics

Number and Algebra

Whole Number: Place value of digits in 5-digit numbers, expanded notation (e.g. 67 002 is 60 000 + 7000 + 10 + 2) and arranging 5-digit numbers in ascending and descending order

Addition and Subtraction: Jump strategy (e.g. 59 + 25: 1 added 20 to 59 to get 79, then 1 added 5 more to get 80) and written algorithms

Multiplication and Division: Multiplication facts, skip counting by fives, tens, eights, and threes, repeated doubling (e.g. 7 + 8 is double 7, double again and then double again), inverse relationships (e.g. 6 × 4 = 24, so 24 ÷ 6 = 4 and 24 ÷ 4 = 6), multiples (e.g. the multiples of 4 are 4, 8, 12, 16, ...) and factors (e.g. the factors of 12 are 1, 2, 3, 4, 6, 12)

Measurement and Geometry

Length: Estimating, measuring, and recording lengths and distances using appropriate devices, measuring perimeter of two-dimensional shapes, converting between metres and centimetres, and between centimetres and millimetres

3D Space: Sketching three-dimensional objects from different views (top, side, front) using isometric dot paper

Position: Using simple scales, legends, and directions to interpret information contained in maps (legendary, compass, directions north, east, south and west, use NE, SE, SW and NW to indicate north-east, south-west, south-west and north-west, respectively, on a compass rose)

Time: Converting between units of time and recall time facts (e.g. 60 seconds = 1 minute, 60 minutes = 1 hour, 24 hours = 1 day). Use am and pm notation and solve simple time problems (e.g. 9:00am), relate analogue notation to digital notation for time (e.g. ten to nine in the morning is the same time as 8:50 am) and read and interpret simple timetables, timelines and calendars

Statistics and Probability

Chance: Describing possible everyday events and ordering their chances of occurring (e.g. it is equally likely that you will win or lose on an odd or an even number when you roll a die), comparing the chance of familiar events occurring and describing the events as being 'more likely' or 'less likely' to occur than each other, ordering events from least likely to most likely to occur (e.g. having 10 children away sick on the same day is less likely than having one or two away)

Strategies

- Guess, check and refine
- Make a table
- Draw a diagram
- Find a pattern or rule
- Make an organised list
- Work backwards
- Check for both relevant and irrelevant information within a question

PEH - Friendly Schools

Year 4 students will learn to create and maintain a friendly and safe school culture. Topics include exploring their own values, resolving conflict, when it's okay to say 'no', friendship groups, equality and inclusion in group, behaviours that are bullying, who is involved in bullying.

Physical Education

Stage 2 students will learn to actively participate in a broad range of movement contexts to develop their movement skills and enhance performance. They will have the opportunity to develop competence and confidence in Catag and netball during class sport sessions. For stage sport students will either participate in PSA (1-ball or league tag) or a range of sporting activities led by the teachers including dance, hockey, basketball and more.

HSE - Geography

Perception of the Environment: Students will explore examples of different people and their views about their own local environment. They are given the opportunity to think about how people can have differing views about the same place and to think about how they feel about their own environment. Stage 2 also explores Aboriginal and Torres Strait Islander Peoples connection to country and their views about the environment.

Protections of the Environment: Students focus on sustainability and how different people, groups and communities sustain and protect their environment. Stage 2 investigate specific groups and individuals and what unique and universal actions are being taken to protect the environment.

Science and Technology - Earth and Space

Stage 2 students will inquire into the Earth's relationship with the Sun and how the Sun, Earth and Moon interact. They will learn that the rotation of the Earth on its axis causes regular changes, including night and day and the pattern of the seasons. Students will develop their working scientifically, questioning, research and investigation skills. They will communicate their understanding of Earth and Space Sciences. Elements of digital technology, human endeavour and design and production skills are incorporated into the lessons.

Creative Arts - Visual Arts

The creative arts unit integrates with the science unit about earth and sun. Students will explore different artists (Vincent Van Gogh, Claude Monet, Georges Seurat and Edward Munch) from a range of art movements, and experiment with different techniques and materials. They will also explore traditional Aboriginal artworks of the Tharawal People. Students may be exposed to sketching, watercolours, acrylic painting, ceramics, colour mixing and blending using oil pastels.

Digital Technology

Year 4 will continue to develop their computer and technology skills through the use of classroom iPads, Stage 2 laptops and their weekly computer room lessons. They will continue to develop their email skills and use of Google Documents and Slides. Year 4 will learn to code using apps and websites.

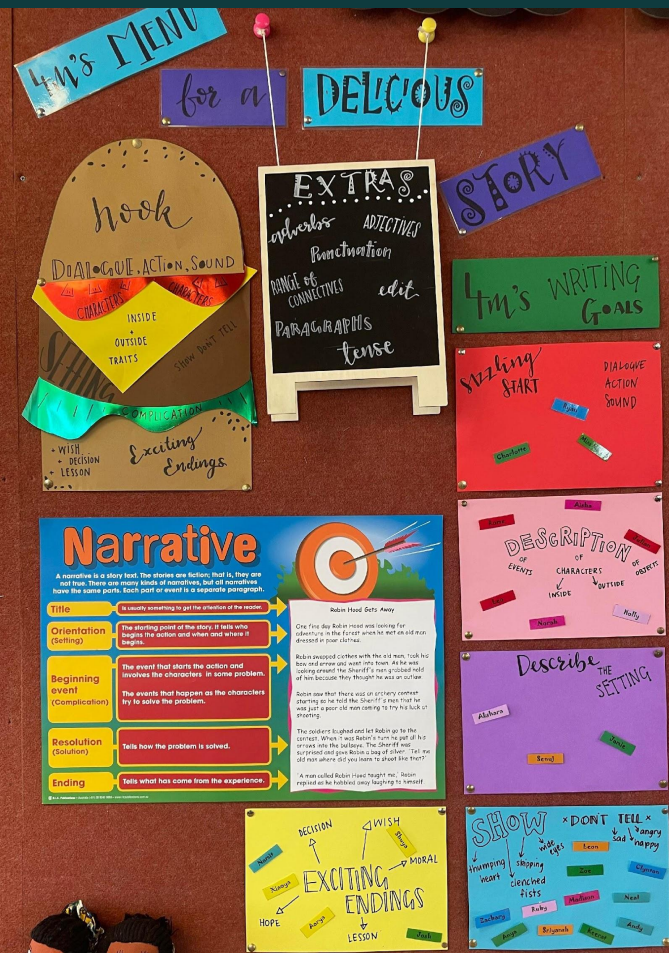
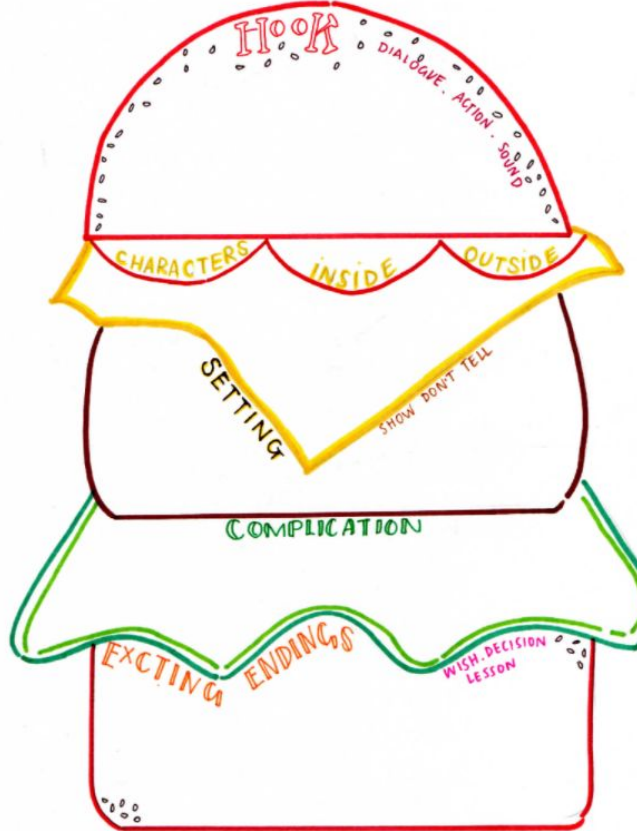
Writing

Students will compose imaginative texts that engage a reader through interesting language, structure and development of their story.

Students will compose persuasive texts that convince the reader of their opinion using reliable facts, strong modal language and evidence.

WRITING SEQUENCE

<u>Week 1/2:</u> <u>Imaginative</u>	<u>Week 3:</u> <u>Imaginative</u>	<u>Week 4:</u> <u>Imaginative</u>	<u>Week 5:</u> <u>Imaginative</u>	<u>Week 6:</u> <u>Imaginative</u>	<u>Week 7:</u> <u>persuasive</u>	<u>Week 8:</u> <u>Persuasive</u>	<u>Week 9:</u> <u>persuasive</u>	<u>Week 10</u> <u>persuasive</u>
Setting writing expectations and individual goals Main ideas in writing Character development Vocabulary focus Planning focus Using Success Criteria to improve our writing	Planning stories using the theme of resilience Writing an introduction – Hooks	Problems Solutions Exciting endings	Themes Blurbs	Themes Bump it up Plan Compose Publish	individual PERSUASIVE writing goals OREO structure revision success criteria for persuasive Introduction techniques	The Power of a Picture – persuasive letter writing <i>Including facts from research in our reasons and examples</i> High modality language	Persuasive letters and posters/advertisements <i>Persuasion of their product through a letter and poster</i> <i>Visual persuasive techniques</i>	CHOOSE A SIDE persuasive writing Debates Improving our writing using our individual goals



4m's WRITING GOALS

sizzling
START

DIALOGUE
ACTION
SOUND

Ryan

Charlotte

Miss Moore

Describe
THE
SETTING

Aishara

Senuj

Jamie

Goal
setting in
4M

DESCRIPTION

OF
EVENTS

OF
CHARACTERS

OF
OBJECTS

INSIDE

OUTSIDE

Leo

Norah

Aisha

Rone

Julian

Holly

SHOW

× DON'T TELL ×

thumping
heart

skipping
clenched
fists

wide
eyes

Leon

Zoe

Clynton

Neal

Andy

Madison

Ruby

Sriyansh

Keerat

Zachary

Anya

sad
angry
happy

DECISION

WISH

MORAL

EXCITING
ENDINGS

LESSON

HOPE

Namit

Xiaoya

Aanya

Josh

Shuya



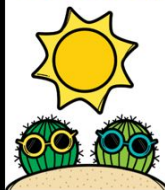
GOALS



Riya <small>To use speech, adjectives and adverbs correctly.</small>	Roman <small>To use a range of punctuation.</small>	Toeyoon <small>To use simple sentences.</small>	Rishi <small>To add more detail to your story.</small>
Ali <small>To use a range of connectives.</small>	Vennela <small>To use a range of connectives.</small>	Oarin <small>To use simple sentences.</small>	Aadi <small>To use a range of connectives.</small>
Elizabeth <small>To use a variety of sentence types.</small>	Kian <small>To use a variety of sentence types.</small>	Layan <small>To use simple sentences.</small>	Emily.P <small>To add more detail to your story.</small>
Jordan <small>To use interesting vocabulary.</small>	Jia <small>To use a variety of sentence types.</small>	Jonathan <small>To use more interesting vocabulary.</small>	Yohan <small>To use more detail in your writing.</small>
Chanya <small>To use speech, adjectives and adverbs correctly.</small>	Lena <small>To use correct punctuation.</small>	David <small>To use correct punctuation.</small>	Aaron <small>To use correct punctuation.</small>
Bella <small>To use a variety of sentence types.</small>	Angela <small>To use a variety of sentence types.</small>	Emily.S <small>To use more detail in your story.</small>	Carine <small>To use more detail in your writing.</small>
Ekansh <small>To use a variety of sentence types.</small>			



GOAL



Getter!

<h3 style="text-align: center; margin: 0;">Writing</h3>	<h3 style="text-align: center; margin: 0;">Reading</h3>
---------------------------------------------------------	---------------------------------------------------------


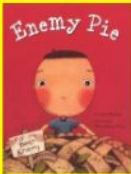


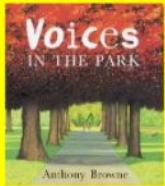
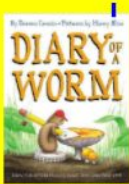






Reading

WALT: Identify themes in stories, find the main ideas, make inferences and recognise persuasive techniques



READING SEQUENCE

<p><u>Week 1/2:</u> Character traits Making connections Themes Expression Summarising Main Ideas</p> 	<p><u>Week 3:</u> Stories about resilience. Using dialogue and texts to make inferences</p> 	<p><u>Week 4:</u> Monitoring our understanding Identifying the main idea Using images to make inferences</p> 	<p><u>Week 5:</u> Themes Perspective Inferences</p> 	<p><u>Week 6:</u> Themes Making own literal and inferential questions</p> 	<p><u>Week 7:</u> The need for background knowledge to make inferences</p> 	<p><u>Week 8:</u> Persuasive language used in books</p> 	<p><u>Week 9:</u> Viewing- Persuasive Advertisements</p>  	<p><u>Week 10:</u> Persuasive language used in books</p> 
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How to support your child's inferential comprehension at home

Think aloud while reading with your child or while listening to them read.

E.g. Share connections you make with the text and things you are curious about.

Ask questions while reading and viewing texts.

E.g. While watching a television show or watching a movie ask, "How do you think the character is feeling?" "Why do you think the character did that?" "What do you think the character learnt?"

When your child asks you the meaning of a word, share what you would do.

E.g. Keep reading the text, share synonyms.
Encourage your child to use the word throughout the week in conversation with you.

Share your inferences from reading and viewing a range of texts.

E.g. Persuasive (I can infer that this advertisement is trying to sell...), informative (I can infer that this website is trying to inform me about...) and imaginative texts (I can infer from this story that this character is disappointed because...)

Mathematics: Year Four

Number and Algebra

Whole Number: Place value, expanded notation and ascending and descending order

Addition and Subtraction: Jump strategy and written algorithms

Multiplication and Division: Multiplication facts, skip counting by fours, sixes, sevens, eights and nines, repeated doubling, inverse relationships, multiples and factors

Measurement and Geometry

Length: Estimating, measuring, and recording lengths and measuring perimeter of two-dimensional shapes, converting between metres, centimetres and millimetres

3D Space: Sketching three-dimensional objects from different views (top, side, front) using isometric dot paper

Position: Maps, scales, legends, directions and NSEW

Time: Converting between units of time, use am and pm notation and solve simple time problems, read and interpret simple timetables, timelines and calendars

Statistics and Probability

Chance: Describing possible everyday events and ordering their chances of occurring.



Mathematics: Year Four



Investigations,
hands-on,
practical,
open-ended
tasks, problem
solving and
applying skills

Strategies

- Guess, check and refine
- Make a table
- Draw a diagram
- Find a pattern or rule
- Make an organised list
- Work backwards
- Check for both relevant and irrelevant information within a question

How you can help at home with your child's learning in Mathematics

Help your child memorise their multiplication tables

Your child should **see, hear, say** and **write** them.

Build your child's Maths vocabulary

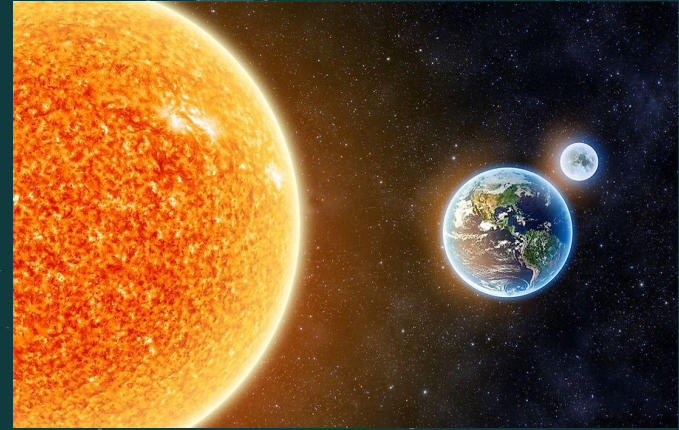
E.g. Use the terms 'one litre of milk', 'one kilo of flour', 'teaspoons', 'millilitres', 'cups', 'fractions' when cutting food, etc.

Discuss Maths concepts you find around you

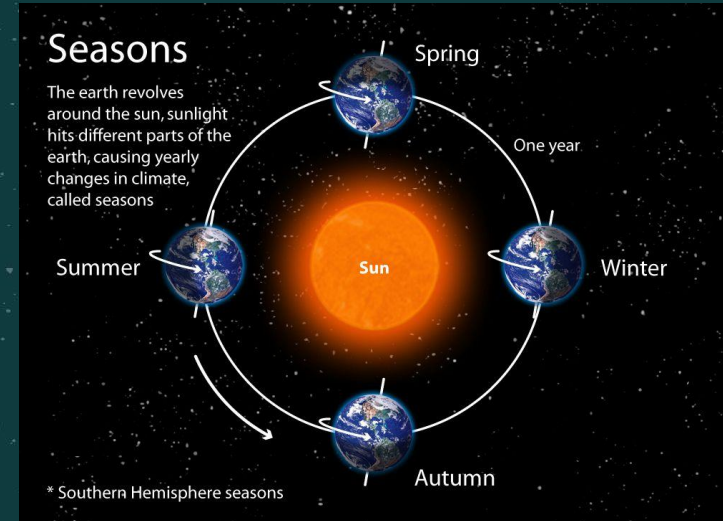
When watching sports, watching the weather, sharing recipes, browsing catalogues, travel timetables, handling money

SCIENCE

Earth and Space



- Earth's relationship with the Sun and how the Sun, Earth and Moon interact.
- rotation of the Earth on its axis causes regular changes, including night and day and the pattern of the seasons
- develop their working scientifically, questioning, research and investigation skills.





GEOGRAPHY



Perception and Protection of the Environment



- explore examples of different people and their views about their own local environment.
- given the opportunity to think about how people can have differing views about the same place and to think about how they feel about their own environment.
- explore Aboriginal and Torres Strait Islander Peoples connection to country and their views about the environment.
- focus on sustainability and how different people; groups and communities sustain and protect their environment.
- investigate specific groups and individuals and what unique and universal actions are being taken to protect the environment



Term 1 Digital Technologies



Integrated Learning

Our students will have weekly computer room lessons and access to laptops and iPads. Students will be publishing their written texts using word processing programs.

They will continue to develop their typing skills and skills when using Google Docs and Google Slides.

PDHPE: Year 4

Term One

Friendly Schools Program

- *Safe school*
- *Create and maintain friendships*
- *Identify their values*
- *Inclusion and friendship groups*
- *Resolving conflict*

Sport

- PSSA – League tag and t-ball
- Class sport – netball skills
- Stage sport – rotation between newcombball, European handball, dance, soccer and netball





Creative Arts Art (term 1)

Students will explore different artists (Vincent Van Gogh, Claude Monet, Georges Seurat and Edvard Munch) from a range of art movements, and experiment with different techniques and materials.

They will also explore traditional Aboriginal artworks of the D'harawal People.

Students may be exposed to sketching, watercolours, acrylic painting, ceramics, colour mixing and blending using oil pastels.



Term 1: art integrated
with Science unit

BIRTHDAYS

- We LOVE celebrating birthdays
- Feel free to send in treats for your child's birthday
- These must be purchased wrapped (COVID19 SAFETY)
- **ALLERGIES** - There are students in stage 2 with anaphylaxis and some with allergies. Please be mindful when sending food to school.



Please return the
homework note

1

READING

-EVERY NIGHT

2

MATHLETICS

- Online
- Teacher will assign activities
- Teacher will advise of usernames and passwords

HOMEWORK

3

Activity grid

Students can work through the activity grid at their own pace throughout the term. They can take photos of their work to upload to Seesaw.

4

SPELLING

Weekly list words sent home

Stage 2 Homework Grid

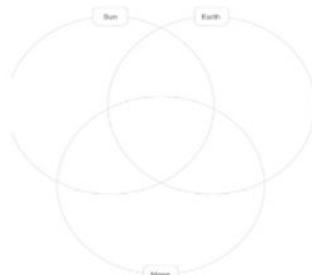
Term 1, 2022

1. Please read every day
2. Practise your spelling words. These will be given to you by your teacher each week.
3. Complete the set 'Mathletics' tasks. See your teacher if you have forgotten your username or password. This is to be done weekly
4. Please aim to complete ALL activities in the grid, BY THE END OF TERM 1. These are self paced, so you can manage your time

Science

Complete the Venn Diagram to compare the Sun, Earth and Moon.
What is different? What is the same?

Spend time at night looking at the shape of the moon and the placement of the stars. What in the sky changes each night?



Geography

Is it important to put our rubbish and recycling in the correct bins? Why or why not?

Come up with your own creative plan for stopping pollution ending up in the ocean or how to clean it once it is already in the ocean.



Writing 1: Imaginative

"The eyes in the painting follow him down the corridor." Use this idea to write an imaginative story. Use either the hamburger or five finger scaffolds to plan your stories. Remember to have a hook, descriptive language using SHOW don't tell, a problem and an exciting ending.



Writing 2: Persuasive

Using the OREO structure, write a persuasive



text that explains what the best superpower is. Give reasons and examples as to why this power would be the greatest. Remember to edit your writing and use strong persuasive language.

Computer skills

Use Google Docs to create a poster about you! Include images, fonts, borders, text boxes, shapes and more! Share with your teacher's email!

Typing Skills

<https://www.typing.com/student/game/keyboard-ninja>
Play Keyboard Ninja online! Practise locating the letters and see what score you can get!



Creative Arts

How to Draw Greg from Diary of a Wimpy Kid!

<https://www.youtube.com/watch?v=dwIreZBtKMM>

Use the Art for Kids Hub YouTube channel to draw Greg! Follow along with the directions and add your own details too!

You can also add colour or a background.



PE

Throwing and Catching: Go to the park and practise throwing and catching a ball or a frisbee with a friend or family member. How many can you get in a row without dropping it? Try moving further back to see how far you can throw it accurately.



Permission to Disclose

inquisitive

We encourage permission to disclose so that we can use the programs to:

- support student learning, tracking and assessment
- report to parents and share student work/ learning
- enable teachers to meet student needs through the access and recording of student learning, assessment and tracking data



PLEASE SIGN A BLUE PERMISSION TO DISCLOSE NOTE AND
RETURN TO MISS MOORE



Please help us focus on your child's learning and growth by staying in the loop!



school newsletter

available every Monday



sZapp

App to get important notices to you. The access PIN will be sent to you via email. It is important you attach your details to your child/ren's class, year group and any other extracurricular group your child is involved in to receive all notifications.



seesaw app

an app focused on documenting your child's learning. See log in sheet to join



Emails of year 4 teachers

Kaitlyn.Moore3@det.nsw.edu.au

eliza.giggs2@det.nsw.edu.au

Katerina.Saul1@det.nsw.edu.au

Get involved with your P&C who meet every second Monday of the month.

How to see work samples and photos.
Seesaw family app



Commenting on Your Child's Learning in Seesaw

WARM **COOL**
FEEDBACK **FEEDBACK**
IT'S HELPFUL TO GET BOTH!

I really enjoyed...
I liked how you...
It was great when you...
The best bit was...

It would be even better if...
How about you...?
Did you think of...?
I'd like it even more if you...



PLAY

STUDY

CREATE
THANKS!
SPORTS