Dear Parents/Guardians,

Term One has proved to be successful and enjoyable for both students and teachers across Grade Four. We look forward to continuing to build on the knowledge already explored throughout all curriculum areas during Term Two and working with the students in gaining new knowledge as we explore learning experiences.

The students will be investigating many exciting and engaging concepts through Literacy, Numeracy and our Units of Inquiry. They will be engaged in a variety of opportunities for learning, to continue to explore relevant content and take action in their everyday experiences.

**PYP UNITS OF INQUIRY**

The 2012 Grade Four Camp is to be held at Norval Lodge, Hall’s Gap, between May 23rd and 25th. It will consolidate our Inquiry studies and allow our students have firsthand experience of the second Inquiry, which involves looking at how indigenous communities have different perspectives of historical events. En route to the camp, our buses will stop at Bunjil’s Shelter at the Black Range Scenic Reserve in Stawell, so we can view ancient ochre rock paintings depicting Bunjil and his dingo helpers. Over the next two days, our students will spend time at Brambuk Cultural Centre to be immersed in various educational activities, including dot painting boomerangs that they will learn how to fly as well as learning about the dreaming stories of Garitwerd (the Grampians). Other activities will be held at the camp, including a walk to Chatequa Peak as well as orienteering, archery and bush cooking.

Our central idea for this Inquiry is that ‘Indigenous communities have different perspectives of historical events’. The lines of inquiry are:

- an indigenous community has unique features
- indigenous communities have their own view of history.

This inquiry is being studied through the key concept of ‘Perspective’ where students will develop an understanding of different points of view about historical events. Students will be asked to inquire into significant events impacting on the Australian Indigenous Community and make comparisons with other indigenous communities around the world. They will also be investigating how these historical events have impacted on people’s lives. This unit of inquiry is within the transdisciplinary theme of ‘Where we are in time and place’. It encompasses the curriculum domain of Humanities, the dimensions of History and Geography.

Our second inquiry for Term Two commences immediately after the camp, and is based on the transdisciplinary theme of ‘How We Express Ourselves’. The central idea for this unit of inquiry is ‘People express themselves through physical movement.’ The lines of inquiry are:

- people communicate through movement and activity
- the interpretation of roles and behaviours in the performing arts.

This unit of Inquiry will be explored through the key concepts of ‘Form’ and ‘Function’, within the curriculum domains of ‘Interpersonal Development’ and ‘Communicating’ with the dimensions of ‘Working in teams’ as well as ‘Listening, viewing and presenting’. Students will be given the opportunity to explore a variety of expressive movements such as dance, yoga, theatre and circus. They will be exposed to different dances from around the world and have the opportunity to develop some of these skills.
Students are encouraged to contribute to each Inquiry by taking action, bringing along and sharing personal artefacts, which are personally significant in addition to connecting to their understandings of the Inquiry. Artefacts can include items like newspaper articles, posters, books, pamphlets, photographs or equipment that are related to our Inquiry. This will assist in strengthening our student’s prior knowledge of the inquiry as we facilitate the future learning that develops. Your child’s learning experiences will be enhanced by your support of the Inquiry by discussion at home about aspects of the current Inquiry. We welcome participation from family members and community friends who may have knowledge or expertise related to a particular inquiry so please feel encouraged to contact your child’s teacher regarding inclusion and involvement in our program.

**LITERACY**

In English, students will continue to use the W.A. First Steps Continua to set goals for themselves and the teachers will use this to assess student learning in the areas of reading, writing, spelling and oral language. Students have looked over their Term One goals, identified areas that they have achieved and have set themselves new goals to strive for during this term.

Classroom libraries are created by teachers and students working together to classify and sort books. The students, as classroom librarians, have helped to create and run the library, Books are categorised and changed over frequently.

Students engage in read aloud, modelled, guided, shared and independent reading. These forms of reading will include print and electronic texts. All students are continually encouraged to show commitment to reading both at school and at home on a daily basis with books read recorded in their Reading Log. The Premier’s Reading Challenge is also being conducted again this year and students have been allocated a username and login to record the books that they have read. This is proving to be very successful. Premier’s Reading Challenge books are available in classrooms, the School Library and at local community Libraries. Participation encourages students to continue to consolidate their independent reading skills. Parents and guardians can obtain lists online at Premier’s Reading Challenge website.

Comprehension strategies will continue to be utilised in the everyday learning of students where they will be constantly practising the strategies composed by Di Snowball. Students will be given practice questioning the text that they have read as well as the ability to identify the main ideas and highlight key words. These strategies are used to summarise text. As the second inquiry is based around the concept of perspective, students will be developing their own voice and points of view about given events. They will learn about different historical events throughout Australian history from researching the perspectives of those involved, using De Bono’s Six Thinking Hats. Students will also develop their note taking skills when reading and viewing through the use of various graphic organisers such as T-charts, Fishbone and Venn diagrams as well as KWL’s.

Writing will focus on learning about biographies and the components that comprise a biography throughout Inquiry Two, in preparation for the summative assessment task. This involves writing a biography on a prominent indigenous Australian and discussing how they have worked within their community. Reflective writing remains a focus where students continue to reflect on their learning, skills and knowledge. Within the third Inquiry, students will be further developing their understanding of procedural text and its components.

Spelling will be integrated with our writing program, both through use of specific spelling strategies and words in context. Students will build their spelling skills by working towards achieving personal spelling goals. They will practice using rich vocabulary and learn how to spell words from their own writing as well as explore different word blends and combinations, to encourage word association and further build vocabulary. Inquiry based vocabulary will also be used and practised throughout the writing program.
NUMERACY
Numeracy this term will involve working mathematically through exploration of the four processes, open-ended problem solving, use of mapping skills and directionality. Students will be expected to work through a variety of different problems to enhance their problem solving skills. There will be further experiences using compass points and grid references, for example, creating their own island and finding locations on grids. Use of rotation, scale and how to provide as well as read detailed directions. Students will be encouraged to use larger scale maps including Google Earth to locate global places and describe suitable routes between these places.

In the Mathematics domain of Number, students will continue building on their first term understanding in place value, extending the number range to tens of thousands and up to one million. The four operations will be utilized in helping the students to solve problems. Mental computation using place value and number properties up to 30 including rounding money will be introduced. The students will be encouraged to work through Mathletics to improve all their mathematical skills.

In the area of Space, as well as through the work on directionality, the students will explore the concept of angles, including acute, obtuse, reflex and straight angles, and rotation. They will also learn how to use a protractor to measure angles. Higher thinking skills will link the rotation of the circle and angles to telling the time on the clock. This will be connected with 24-hour time. Linking with our third inquiry for the year, ‘We express ourselves through physical movement’, the students will explore creating angles and movement through physical expression.

Within the area of Measurement, Chance and Data, learning about time will be extended to include digital and analogue time. Students will focus on problem solving in relation to time and designing their own time tables for time management. They will also pose questions, collect, summarise and present data in various graphs and charts such as bar, pie and line. They will collect data and collate the data using lists, tallies and tables.

eLEARNING
Through the Apple Macbook program Grade Four students are excitedly using their computers and familiarising themselves with the Apple Operating Systems. They will continue this learning journey, and will be exposed to a range of ICT skills that support their learning in a variety of areas. All students will have access to computers in the classroom, whether part of the Macbook program or not, and they will all be immersed in a variety of software that will support their learning and allow them to express themselves creatively.

Students will be shown how to organise their filing system so that their work is easily located, and saving to the correct location is a major focus. Safe usage of the Internet will be encouraged and modelled for searching as well as locating information for the research of inquiry projects, as well as use of Mathletics to assist when working mathematically. Students will use Mind Manager to mind map electronically, as well as further developing their skills in the use of Powerpoint, which they used last term to present some of their Who I Am and Values projects.

Students will continue to be provided with the essential skills to help them with cyber safety and responsible computer usage, and will be reminded how to store their computers safely in the classroom.

If you have any queries please do not hesitate to contact your child’s classroom teacher. We look forward to continuing to assist your child in their growth and learning at Seabrook Primary School.

Kind regards,

Mr Jonathan Brown, Mrs Nikki Lockwood, Ms Kerrie O’Brien, Ms Wendy Treloar & Mrs Anita Uschakov.

Year Four Teachers
ART

Paul Cochran

At Level 3, students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and tools to plan, develop, refine, make and present arts works. In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their arts works and make changes to realize intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences. The children will be encouraged to further develop the PYP profiles and attitudes of being a **communicator**, expressing their ideas **confidently** and **creatively** whilst being a **risk taker** with their learning by approaching new experiences with confidence.

During term two our art program will link in with the PYP Unit of Inquiry- “Indigenous Communities have different perspectives of historical events”. The students will explore the art of two local indigenous cultures, the Australian Aborigines and the New Zealand Maoris. After viewing and discussing examples of traditional Aboriginal rock art and Maori wood carvings the students will create two dimensional art works that incorporated the key colour, line and pattern elements of these two styles.

Julie Comer

The Children will make art works in the art forms of modelling, construction and collage. The children will select, organise and combine a range of arts elements (e.g. line, shape, tone, space, etc.) with the intention of developing arts ideas.

The PYP Learner Profile will be used to guide the children to understand how good learners learn and therefore take responsibility for their learning in the art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

This term there will be a particular emphasis on being:
- **Principled.** They will work with integrity and honesty. They will take responsibility for their own actions including working to the very best of their ability on all art projects and showing respect for other children and the class.
- **Risk -takers.** In art the children will approach new and unfamiliar work with courage and show independence to explore new ideas.

The children will investigate their classroom PYP Unit of Inquiry, “We Express Ourselves through Human Movement”. They will investigate the artwork of Henry Moore. They will discuss the mediums he uses and how he shows movement in his artwork. His work will be used as the inspiration for creating the children’s’ own artworks. They will also look at the artwork of Fernand Leger and the types of artworks he created and what interested him. The children will focus on the use of line, shape and colour while creating their own artwork.

The children will also create a piece of artwork inspired by the artwork of Japan. They will discuss artwork from this culture.
ITALIAN – Ros Savoia

This term in Italian, the children will focus their language learning on “Italian Foods” and in particular “Pasta” its origin, the different types and the popular regional sauces. Through photo, videos, posters, books and the internet, the students will explore and learn to pronounce various pasta names, make comparisons and similarities with shapes and retell the story behind the origin of pasta. Various pasta shapes and names will be presented to the children and through many written and oral language tasks and cooking activities; the children will compare and contrast features of typical Italian pasta dishes.

Traditional customs and cultural cuisine of Italy will also be presented to the children.

HEALTH & PHYSICAL EDUCATION - Blair Ganley

During term two, the grade four children will continue to practice basic Fundamental Motor Skills, as well as Gymnastic (Static activities) and Dance. They will participate individually, in partner and group based activities. We will try to link to the grade 4 Inquiry “We express ourselves through physical movement”.

- Children will learn and practice Static Gymnastic activities e.g. handstands on the wall, partner supports and small group pyramids.
- As part of the Grade 5 Inquiry a group of Grade 5 students will be teaching the Grade 6’s what they have learnt from a Dance teacher who’s coming to do a four week program with them.
- Children will have the opportunity to participate in the District Cross Country Sports Day.
- As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be linked to the way children work and participate in Physical Education sessions.