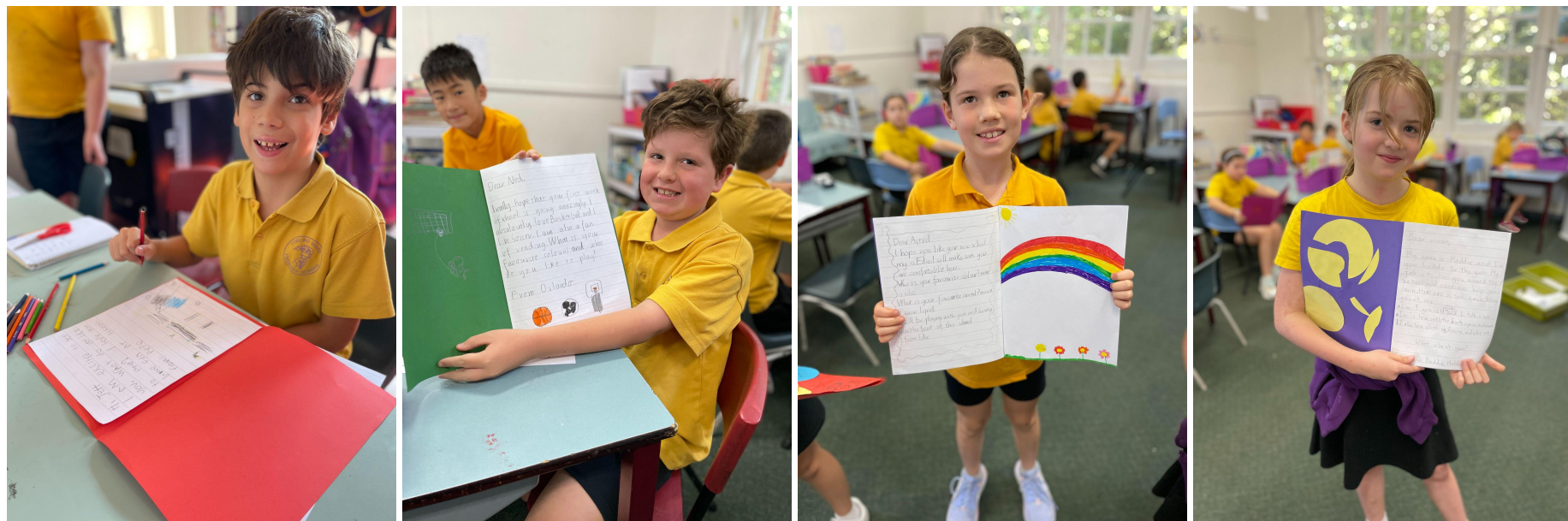




Grade 4 Newsletter - Term 1, 2023



Dear students, parents and caregivers,

Welcome to a very exciting year in Grade Four at Coburg West Primary School!

Grade Four is an exciting time for the students as they begin to develop increasing independence and autonomy over their own learning. The students have the chance to run for positions of responsibility and leadership throughout the year including class roles like SRC and sustainability representative, as well as Grade 3/4 roles like Sports Leader. Further, we are excited to see the students step up to the plate and take on the privilege and responsibility of being buddies to the incoming Prep class!

There have been several changes to the Grade Four teaching team this year, allowing for some exciting fresh ideas. Our team consists of four amazing teachers across three grade

Shay Preston (4P, Room 15)	Rebecca Corn and Hannah McKenzie (4M, Room 16)	Isaac Krauss (4K, Room 17)
Having spent her recent time in the Grade 1/2 area, Shay knows the cohort of students well. She will lead the team in the areas of SWI and Writing while holding the role of PLC Leader across Grade 3 and 4.	Rebecca joins us from Prep and Hannah from Grade 5. They are a new team and super excited to be working together in Grade 4. They each bring different passions with Hannah's being Reading and Rebecca's being Maths.	Isaac will resume the role of team leader for a second year in 2023, while also taking the lead in planning Maths (Number) and Respectful Relationships / Student Wellbeing.

Throughout the year, we will ensure that the previous years of Remote Learning are considered when planning and teaching. We will support the social, mental and emotional needs of our students alongside the academic needs that may have arisen throughout the last three years. It should be an exciting year and we encourage you as the wider community to get involved whether it be organising a meeting with your child's teacher, or discussing the learning being undertaken with your child.

Welcome once again,

Shay, Bec, Hannnah and Isaac

Important dates

Meet the Teacher	Wednesday 22nd February
World of Maths Incursion	Wednesday 8th March
STEM incursions	Thursday 9th, 16th, 23rd and 30th March
Labour Day	Monday 13th March
End of Term	Thursday the 6th April

MATHEMATICS

Place Value

Place Value is a vital concept for students to understand. This is one of the **Big Ideas** in Mathematics that underpins future mathematical understandings. During term one we will spend time developing place value understandings. All students will be extended from their current knowledge and ultimately use a wider range of numbers. Students will start at three-digit numbers, extending to millions, if able. If ready, some students will be introduced to decimal tenths and hundredths.

Place value is the basis of our entire number system. A place value system is one in which the position of a digit in a number determines its value. In our number system, called base ten, each place represents ten times the value of the place to its right. You can think of this as making groups of ten of the smaller unit and combining them to make a new unit – for example, ten ones make one ten. At school we refer to this as renaming. Parents might recall this as trading or regrouping.

The value of a digit depends on its place in a number. This is its place value. Looking at the number 369, you can see that there is a three in the hundreds place which means 100, three times = 300, six in the tens place which means 10, six times = 60 and nine in the ones place, which means one, nine times = 9.
 $369 = 300 + 60 + 9$. Total = 369.

This number could be written in three forms – numeral form, expanded form, or word form.

Example: 369 = numeral form

$300 + 60 + 9 =$ expanded form

Three hundred and sixty-nine = word form

Students increase their understanding and use of larger numbers by making, naming and recording numbers, ordering and comparing numbers, counting in place value parts, (such as ones, tens, hundreds both forward and backwards from a variety of start points), renaming numbers in more than one way (for example 123 can be renamed various ways such

as 1 hundred, 2 tens and 3 ones or 12 tens and 3 ones or 1 hundred and 23 ones or 11 tens and 13 ones etc.), and rounding to each place of the number they are working on. This helps students to see numbers flexibly and fluently.

Mental Computation

At the end of the term, staff will develop students' mental computation with addition. They will add using the efficient addition strategies. Staff are aiming to extend students to move from count all (where the child counts all the counters), and count on (where the child starts at the bigger number and counts on the rest). Efficient strategies include, doubling, near doubles (where the child uses a double and then adds one more, such as four plus five), tens facts and bridge to ten (where the child makes a ten first and adds on the rest, such as eight plus five is equal to eight plus two makes ten, plus three makes 13). Students will then move to modelling, recording and renaming the formal addition algorithm, making links to real world problems. Finally, students will make links between simple addition and subtraction to 20. They will begin to explore fact families if ready, for example $7+5=12$, $5+7=12$, $12-5=7$ and $12-7=5$.

Measurement

Grade 4 students will also be investigating time, calendars, timetables, chance and data graphing, and the best units of measure to use when measuring a particular object, such as centimetres, to find the length of a shoe.

ENGLISH

Reading and Viewing

At the beginning of the year the focus is on identifying and revising reading strategies that students can use before, during and after reading. We also focus on reading comprehension, especially with finding the main idea, visualising when reading, making connections, interpreting explicit information and making inferences. Each reading lesson includes the following – a whole class focus, independent reading time, teacher focus groups, individual reading conferences and an opportunity for all to share and reflect.

During Independent Reading, a number of books are available for students to select from the classroom libraries. Students have a scheduled reading conference and will set reading goals to work towards achieving. As the term continues, they will be introduced to Reader's Notebooks. More information will be shared about these during the term.

Writing

This term there will be a teaching focus on imaginative writing, in particular, descriptive and narrative writing. Before the end of term, students will be introduced to the 6+1 Writing traits. The traits aim to give a deeper understanding to the writing structures and bring an enjoyment to writing. We will also explore grammar, looking particularly at synonyms, adjectives, nouns, verbs and adverbs, as well as paragraphing. Through shared, guided and independent writing, students will learn to understand the writing process and each element of it. That is, Planning, Drafting, Revising, Editing, Publishing and Conferencing. Students will create pieces of work in written and electronic form with the purpose of sharing their work.

Speaking and Listening

Speaking and listening skills are necessary for effective communication. At the beginning of the year students are getting to know each other. Formal and informal speaking and listening opportunities such as class discussions, circle time and presentations are being incorporated into daily learning activities. Students are learning about speaking clearly and audibly, asking and answering relevant questions and communicating ideas effectively. We are also focusing on the importance of listening carefully to instructions and how to be a 'good listener'.

Orthography - Structured Word Inquiry

This term we will be looking at phonemes (sounds) and all the letter combinations that make the sound. Students will be researching a word's origin and spelling structure to help better understand the complexities that the English language brings. They will continue to learn how to build on a base word by adding prefixes and suffixes, to improve their ability to spell unfamiliar words. The words the students use are ones they choose themselves that come from their books, writing and other areas of their daily learning journey.

INQUIRY TOPIC

COMPARE AND CONTRAST: THE GEOGRAPHY OF SOUTH AMERICA, AFRICA AND AUSTRALIA



Inquiry this term will take on a strong Geography focus. Starting on a broad scale students will look at different maps and what information they convey. These will include topography, temperature and rainfall maps. To connect to their own life, students will make live recordings of these geographical measurements themselves across locations in Africa, South America and Australia

Building on their understanding of geographical measurements the unit will explore factors that affect climate, and also what climate affects in different countries like the growth of crops and the presence of wildlife.

The unit will culminate in a project giving students the chance to display what they have learnt.

VALUES

Our Values planning for 2023 centres around The Resilience, Rights and Respectful Relationships program. During Term 1, classes in Grade Four explore the concept of Emotional Literacy and Personal Strengths.

They will learn to name and recognise specific emotions, both positive and negative that may be experienced at school. Students will discuss events and activities that may trigger these emotions, in the classroom and playground. Through exploration, discussion, role play and activities, students will be encouraged to contribute ideas which could provide positive support towards their peers when dealing with a specific emotion or emotions.

In addition, students will define their personal strengths and practise team building strategies through cooperative games, learning how to adapt these strengths to everyday situations. This will be supported by students creating individual goals to develop emotional strength to learn and thrive at school.

Specific teaching of our school values will continue, with teachers taking opportunities, on a daily basis, to articulate and model the positive actions contained within our school matrix. Through this, students will continue to develop and practise their knowledge and understanding of our school values, our rights and our responsibilities.

COBURG WEST SCHOOL VALUES
WE ARE LEARNERS, WE ARE SAFE,
WE ARE RESPECTFUL, WE CARE ABOUT EACH OTHER

SUPPORTING YOUR CHILD'S LEARNING AT HOME

Grade Four students are encouraged to read every night. They can read a book of their choice from home, our school library or a local library. If you would like any book recommendations, please have a chat to your classroom teacher. If you would like some additional maths activities to do at home, we have addition, subtraction, multiplication and divisions fluency sheets on our school website (Curriculum/Maths Home Learning). Alternatively, there are lots of opportunities for students to apply maths learning from school to home situations, such as baking (addition, measurement, fractions), shopping (money, addition, subtraction) or creating a treasure map to an exciting location (mapping, measurement).

TERM DATES 2023

Term One: 30th Jan – 6th April

Term Two: 24th April – 23rd June

Term Three: 10th July – 15th September

Term Four: 2nd October – 20th December

Thank you for reading. From the Grade 4 Team.