



Grade 4 Term 3 Newsletter 2023

DATES TO REMEMBER

DATE	ACTIVITY
Monday 11 th July – Friday 17 th July	NAIDOC Week whole school activities
Every Wednesday weather permitting	Grade 4 Sport continues
Friday 28 th July	Grade 3 – 6 sprint trials
Monday the 14 th August	Science Week begins
Monday 21 st August – Wednesday 23 rd August	Grade Four Camp – Mt Evelyn
Monday 21 st August – Friday 25 th August	Book Week – Dress up day on Friday 25 th
Monday 4 th September	Writer's Festival Assembly
Thursday 14 th September	R U OK? Day
Friday 15 th September	International DOT day
Friday 15 th September	Last day of Term Three

Welcome to Term Three

Hello to all Grade 4 parents and carers. We hope everyone was able to take time to relax and enjoy the holiday break. We all look forward to a busy, happy and creative experience for our students in Term Three. It is going to be a busy term with Writers Festival, Book Week and of course Camp!

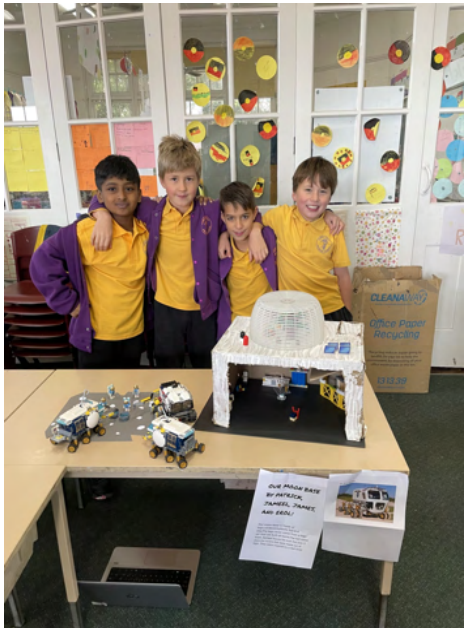


Seesaw

Across the school, 'Seesaw' is being implemented in classrooms to provide an easier point of contact between families and their teacher, as well as communicating students' progress. Individual classes have sent out invites to join your child's Seesaw. If you have any questions, please contact your classroom teacher.

Term 2 Inquiry Projects

We concluded last term, and our Inquiry topic, with all students applying their knowledge of space to design a moon base. As you can see below, there were some amazing designs!



Grade Four Camp – Mt Evelyn

This year's camp at Mt Evelyn is being held at the end of August. Students attending will depart on Monday 21st August and return on Wednesday 23rd August. Teachers have been busy preparing activity, cabin and duty groups, as well as making other arrangements.

If you have any concerns or questions about your child attending, please discuss this with your child's teacher. The Grade Four's not attending camp will be accommodated in another classroom and participate in regular school activities. Staffing for the camp is currently being finalised. Here are some pictures from last years camp!



Term Three English

Reading

Students will continue to learn and practise a range of reading strategies and skills to support their learning. The students will do this by exploring a variety of reading materials including guided reading books, posters, diagrams, newspaper articles, electronic media and will complete tasks independently and/or cooperatively. Some areas that we will continue to focus on include exploring vocabulary, questioning, author study, making inferences and visual literacy. Students will continue to participate in small group reading activities during reading sessions and be involved in either guided reading or reciprocal reading. Students will continue to read independently to put new knowledge and strategies into practice and set learning goals. We are looking forward to our Book Week celebrations when we return from camp and will be having a dress up day and parade on the morning of Friday 25th, in place of our usual afternoon assembly.

Writing

This term students will explore our Writers Festival theme 'From the Heart'. They will explore multiple genres and create a piece to be displayed and shared at the end of the festival. Students will continue to take part in formal grammar and handwriting sessions, as well as spelling through Structured Word Inquiry, where they will explore the origin of words, their meaning and how they relate to other words through prefixes and suffixes. Students will build their knowledge and understanding of how to use the English language to communicate effectively.

Speaking and Listening

Speaking and listening are necessary for effective communication. Students will have the opportunity to explore and practise important skills which include the ability to share and clarify their ideas depending on the context and purpose, e.g., entertaining, informing and/or influencing others. They will also explore and develop the spoken language features such as pace, pitch and pronunciation to enhance meaning. Students will do this through class discussions, oral presentations and a variety of other class, unit and whole school activities.

Term Three Mathematics

Multiplication and Division

During term three in Mathematics, mental computation strategies will be used to assist calculations and solve problems involving multiplication, and later division. Work is based on understanding the concept of arrays (placing items formally in rows and columns). Once basic addition and subtraction facts to 20 are automatic, then multiplication fact tables can be learnt in strategies. Only after multiplication facts are learnt can random facts be given to increase speed. Various strategies will be taught to assist students to learn their multiplication facts. **Revision at home is essential.** Knowing multiplication facts allows students to work with more complex multiplicative thinking concepts in class. It is vital that multiplication facts are learnt as future division and fraction work extend from this knowledge.

Students are **strongly encouraged** to have **automatic facts to 100 in multiplication and later division (10 X 10 facts are expected by the end of Grade 4)**. This “frees” up the working memory of the students and allows them to focus on more complicated thinking of renaming and recording algorithms.

Parents can support this process of learning number facts in multiplication strategies. Once multiplication facts are learnt then children's speed of recall can be developed within the strategy learnt, such as 4 X strategy and then by revising all the number facts currently learnt. Revision sheets are located at the bottom of the 34 stairwell or by using “google” to print out some revision sheets.

Below are some examples of the mathematical thinking and language that your child will be exposed to at school. The facts are taught in the order below with links made between strategies, such as 2, 4 and 8 facts are all based on doubles.

Example	Strategy	Mathematical Thinking
10×4	Groups of ten	I know 4 tens is 40 (place value/ concept)
2×4	Doubles	I know 2 groups is doubling, 2 fours are 8
3×4	Doubles and 1 more lot	I know 3 groups is double the number four and then one more group of four so 12
1×5	1 group of anything is the number itself	I know 1 group of 5 is 5, the number itself
0×3	Zero groups of anything is 0	The musical trio didn't arrive, so there were no musicians.
4×6	Double Double	4 groups is double and double again. Double 6 is 12 and double 12 is 24.
5×4	Half of 10 times	10 times 4 is 40 and half of 40 is 20.
6×3	5 times plus one more lot	I know 5 groups of 3 is 15 + one more lot of 3 is 18
9×7	Multiply by 10 times less one lot	I know 10 times 7 is 70 so I need one lot less of 7 so $70 - 7$ is 63
8×6	Double double double	Double 6 is 12, double 12 is 24, double 24 is 48
7×3	5 times + 2 rows	I know 5 groups of 3 is 15 and 2 more lots are +3, +3 so $15 + 6$ is 21

Division

At first the concepts of sharing (partition) and how many groups of a particular amount (quotition) are revised. Students will then make links to multiplication to show division is the inverse operation of multiplication. They will use their knowledge of the multiplication facts to make these links, for example, 7 what are 56 ?..... I know 7 eights are 56 so 56 divided by 7 is 8. Students will be formally taught the division algorithm and develop the skill of recording the division process, if ready. **Again, it is VITAL multiplication facts are learnt to support division understanding.**

Geometry and Measurement

Length and area will be revised and linked to multiplication and area arrays. Students will classify angles in relation to a right angle, acute and obtuse angles. If ready they will measure angles. Mass and formal units will be introduced or revised as necessary. Students will compare, order and measure using scaled instruments. They will then use mass to solve problems. Links will be made using scaled instruments to find volume and capacity. Students if ready will then be extended into converting measurement units or problem solving using applied concepts.

Term Three Inquiry

Our unit title for Inquiry learning this term is - What does a government do for our community. Our essential and guiding question is - How does Government and Law affect our community on a local level? This overarching line of inquiry will be supported by the following questions:

What is our local council area?

How are decisions made democratically?

What are the needs of our local council area?

The unit will be explored through visits to local council areas, including Shore Reserve, Reynard st garden and Campbell-Turnbull Library. To conclude the unit, students will engage in a project challenging them to add something to the local Merri-bek Council area to improve living standards for all residents.

Term Three Student Values and Wellbeing



In term three, the Grade 4 unit will continue their work on developing respectful relationships within the classroom and school. Students participate in activities which help them to recognise strong emotions, the personal strengths they possess, the emotional challenges they face and the coping skills they would like to develop.

Through learning about stress and managing stress, students will explain the consequences of emotional responses in a range of social situations. They will learn to recognise personal strengths and challenges and identify skills they would like to develop. Students will also suggest strategies for coping with difficult situations. They will also learn to persist with tasks when faced with challenges, and adapt their approach when first attempts are not successful.

Thank you for reading.

From the Grade 4 team.

Please continue to check your students' Google Classroom as home learning will be posted each week. This term's focus is:

- **Multiplication facts (times tables)**
- **Reading 20 minutes a day entered into a reading log**
- **Additional Writing, Reading and Inquiry activities**