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## Welcome to year 4 room 9, 2018

Mr Ross Tolmie, Class teacher

### ENGLISH

- **Words their way** for spelling and vocabulary development
- **Guided reading and Literacy Pro** developing reading fluency and comprehension skills, individually and in small groups
- **English Skills Practice and Lexia Core** for developing sound grammatical knowledge
- **Writing:** Recounts/ Narratives/Persuasive writing/Procedures/Poetry/handwriting
- **Assembly performance** will be in the beginning of term three.

### MATHEMATICS

The school wide focus for semester one is Number & Algebra. We will then move into teaching Measurement & Geometry and Statistics & Probability in semester two using the Envision program. Mental calculation strategies and problem solving will also be part of everyday math lessons.

### SCIENCE

In science we will continue to teach all four strands in one year as opposed to over a two-year cycle. In term 1 we will do Biological science (life cycles) and particularly look at frog habitats and how to improve our frog pond at school. This will turn into a STEAM project at the end of the term where the children will design a new frog pond. In term 2 we will focus on Chemical sciences (materials), moving into Earth & Space (rocks) and Physical sciences (forces) in semester two.

### HASS (Geography, History and Civics & Citizenship)

We are teaching three strands of HASS in year 4. We will learn Geography in the first semester and History and Civics & Citizenship in the later part of the year. We will be looking at Australia in relation to Europe and Africa and we will learn about the early explorations of Australia. The year 4 Civics and Citizenship strand will focus on local government and will be taught together with the Constitutional Centre at the end of the year.

### HEALTH

We will revisit the CPS Essential Social Skills this term:

#### Following Instructions

Sharing

Active Listening

Interrupting appropriately

Saying 'please' and 'thank you'

Disagreeing in non-hurtful ways

Appreciating Others

Acknowledging others

Using appropriate entry skills

We will also focus on the Habits of the Mind and how it can help the way we can become successful learners. We will practise setting and striving towards achievable goals and celebrate successes throughout the year. We will also cover bullying, protective behaviours and how to build positive relationships.

## TECHNOLOGIES

The year 4's are very excited to now be part of Churchlands Primary School's BYOD 1:1 iPad program. Each student is strongly encouraged to bring in their own iPad each day to fully enjoy the benefits of this program. By using programs like Showbie and Seesaw, we are hoping to make our classroom increasingly paperless and integrate the technologies as an engaging alternative to paper without missing out on fundamental writing skills. We will have a limited amount of class iPads to use for those who have not yet got an iPad or who have forgotten their iPad at home, so please remind your child to bring it in each day. Showbie is to be viewed as the students' "messy" desk in class. This is where I plan and put activities for the week to come, so I would prefer if your child was not accessing it at home to prevent them from doing the activities planned for class, unless specifically told to do so. Seesaw on the other hand is how you can see and comment on your child's work.

This year is also the first year that we will be reporting on the new technologies curriculum. Our focus will be on digital technologies to start with which looks closer at coding and understanding algorithms. We use our spheros, scratch and paper coding to explore this concept. In the second half of the year our focus will be on design and technology which looks closer at the design process and engineering. This links well to our whole school STEAM expo in science week in term 3. We will try to incorporate technology in as many aspects of our teaching as possible, ensuring each student has a clear understanding of basic computer and online skills.

### **DRAMA** (Mrs Diane Idle)

[Diane.idle1@education.wa.edu.au](mailto:Diane.idle1@education.wa.edu.au)

Students will be participating in a drama lesson once a week for 40 minutes in the Drama Room (next to the library). Curiosity, imagination and creative thinking will be essential ingredients for each lesson. Students will be performing improvised and scripted drama in a supportive class environment, exploring roles and imagining situations. Developing confidence, self-esteem and relevant social skills is a core aim this semester. In addition, an appreciation of vibrant oral language and engaging vocabulary will be nurtured. Mrs Idle is available to discuss aspects of the drama curriculum and student progress before school Tuesdays and Thursdays by appointment.

### **ART** (Mrs Melinda Cockerill)

[melinda.cockerill@education.wa.edu.au](mailto:melinda.cockerill@education.wa.edu.au)

Students in year 4 will be participating in a visual art lesson once a week for 60 minutes in the Visual Art room. We always begin the New Year remembering routines, how to be safe in the art room, anticipating the highlights for each grade level, and reviewing the ELEMENTS of ART: line, shape, colour, form, space, value and texture. Next, students layer on the ART PRINCIPLES of emphasis, movement, rhythm, balance, and proportion. All that takes on a deeper relevance when we use art to explore classroom curriculum, knowing that learning visually and kinesthetically makes for learning that is remembered and internalized. The art room is a supportive class environment where decision making, confidence, self-esteem and relevant social skills are encouraged. Mrs Cockerill is available to discuss aspects of the art curriculum and student progress Monday to Thursday, by appointment.

Please help your children to be organized. All students should cover their uniform with **an art shirt** or an old large t-shirt or old business shirt during class. Some paints and other products stain even if they claim they're "washable."

### **PHYSICAL EDUCATION** (Mr Michael Marshall)

[Michael.Marshall@education.wa.edu.au](mailto:Michael.Marshall@education.wa.edu.au)

#### **Year 4 Physical Education Outline**

Every Year 4 student will participate in 2x 40 minutes/week structured Physical Education lessons with Mr Marshall. On top of that every Friday they will participate in 40 minutes of Middle Sports with all Year 3 and Year 4 classes. The lessons are designed around in improving the students' fundamental movement skills, understanding movement and learning through movement.

**Fundamental Movement Skills** – This area is broken up into three different areas; body management, locomotion and object control.

*Body management*- Students will learn how to perform all movements in the correct way.

*Locomotion* – Students will learn how to use balance and body control to be effective in game situations.

*Object control* – Students will learn how to perform all fundamental movement skills effectively during game play.

**Game Play Tactics** – Students will learn how to read play and react with effective positioning, timing and change of pace.

**Understanding Movement** – Students will learn the benefits of physical fitness and the affect that it has on sleep and social contact.

**Learning through Movement** – In this area student will learn thoughtful strategies to include others in physical activity and how to use these strategies to take the lead in game situations.

### **Assessment**

During 2018 students will be assessed on the following;

- The control and accuracy they show in individual activities and while on the move
- Consistency of their catching from varied distances in game play
- How they modify their throw to suit the position of their teammate.
- How they read and react to movement in game play.
- Understanding of the benefits of physical fitness and the affect it has on different areas of society
- Explain thoughtful strategies to include others in physical activity.
- Ability to create a simple game with a set of rules.

**MUSIC** (Mr Michael Howesmith)

[michael.howesmith@education.wa.edu.au](mailto:michael.howesmith@education.wa.edu.au)

Each student will participate in 1x 60 minutes of tuition each week. They will learn and sing community songs including ANZAC song, Music Count Us In song and WA day song.

### **Year 4**

- Recorder (yr 4 only) playing and ukulele playing (yr 3 and 4)
- Peter and The Wolf – musical study of characters using musical elements
- Intro to the classics of classical music and their composers
- Singing enrichment – technique, warm ups, performance, engaging songs to enjoy
- Rhythmic project – Ti's and Taa's, clapping singing games, Kodaly word rhythm compositions
- Structured Parody Writing using obvious elements of known songs
- Short Blast music making experiences – quick one lesson diverse experiences
- Music First digital music programs to be utilised

### **PLANNING and ASSESSING**

Teachers in rooms 7, 8, and 9 plan and assess collaboratively to ensure skills across the learning areas are common in content and provide adequate extension for the different learning abilities and learning styles of students.

### **HOMEWORK**

As per the direction of the Department of Education, we recommend that your child spend approximately 20 minutes per day on homework. Mathletics, Lexia Core and the Literacy Pro Reading program are available at school and 24/7 at home and all children are expected to read every day. Log in details and instructions for these online programs are in the children's take home folders. Please let me know of any issues. The children are expected to complete Monday to Thursday tasks from 'New Wave Mental' which we will mark on Thursdays in class each week. Each Friday the students will complete the Friday math's test in class. In addition, children will have Words Their Way word sort spelling tests on a fortnightly basis. Students will also be given an inquiry question each week on a Wednesday that will then be discussed as a whole class the following Wednesday. At times students may also be given unfinished school work, research projects or worksheets targeting a particular area of need to be completed at home.

### **CLASSROOM AGREEMENTS**

In order to give clear directions on how we all should behave in our classroom, we have together created a 'Code of Behaviour': the **Room 9 Class Agreements**. These guidelines may be revised when needed. The classroom operates in a positive manner and encouragement is given and accomplishments are

recognised and applauded. An inclass gradual traffic light system (displayed as apples on the whiteboard) and the 'Tracking Sheet' will continue to monitor any poor behaviour choices.

## **EXPECTATIONS**

### **Developing independence**

Students are encouraged to take responsibility for their learning and become independent workers by:

- *Setting goals*
- *Completing tasks to the best of their ability*
- *Seeking assistance when difficulties occur*
- *Revising and proof reading their work*
- *Reflecting on their achievements and identifying areas for improvement and areas of strength*
- *Working collaboratively with peers*

### **Arriving at School**

The classroom opens at 8:35am each morning. All students MUST be seated and ready to learn by 8.45 am. If your child arrives after 8:45, they will need to get a late notice from the front office.

### **Uniforms/Hats**

It is expected all children will wear the endorsed school uniform, including appropriate sandals or shoes and socks. Hats are to be worn outdoors at all time. The school upholds a strict No hat – No Play policy. Students without hats will be asked to sit in the designated shaded area outside the Junior Block.

## **LIBRARY**

Room 9's library day is Wednesday. Children are expected to bring a library bag if they wish to take books home. They will be able to borrow 3 books at a time. I would like to see 2 of the books being Literacy Pro books, out of which one stays in class. The third book can be free choice.

## **CRUNCH AND SIP**

Crunch and Sip is a flexible break in the morning for students to eat fresh fruit or vegetables and drink water, as part of the school's health policy.

## **PARENT INTERVIEWS**

The parent/teacher interview will be on Wednesday 28 June. The school closes at 11.45am and parents will be scheduled for a 10 minute interview between 12noon and 6pm. In addition, conferences will be held each semester between teacher and parent for students on Individual Education Plans.

## **PARENT CONTACT**

I am happy to have quick chats before and after school most days but for an in-depth interview please arrange a time ([ross.tolmie@education.wa.edu.au](mailto:ross.tolmie@education.wa.edu.au)).

Many Thanks

Ross Tolmie