1st February 2017

Dear Parents and Carers,

At our school, the past practice has been to have an Information Evening early in Term 1 where teachers provide information to the whole class/grade of parents. This year we are changing that practice. In lieu of the Information Evening, the following are being implemented:

(1) Accompanying this letter is an “About My Child” form. We ask you to complete this form, detailing your hopes and expectations for your child as well as their positive characteristics, special abilities, areas of need etc. In this way we hope to come to better understand your child.

(2) Also accompanying this letter is the Term 1 Overview for your child’s year. The Overview helps you understand what your child is learning in class. Much of what is in the Overview is what was previously shared at the Information Evening.

(3) We also invite you to make a time for a 1-1 meeting with your child’s teacher. This is not compulsory but an invitation if you wish to meet the teacher and share any other information that you believe is important for us to know. There may be some information you would like the teacher to know that may be difficult to explain on the “About My Child” form.

In summary, please complete the “About My Child” form and return it ASAP. Please Use the Term 1 Overview to be aware of what your child is learning. And, if you wish to meet for 10 minutes with your child’s teacher, please contact them to organise a mutually convenient time and day in the first few weeks.

We hope that these changed practices facilitate deeper communication about your child’s needs and what is happening in their classroom.

Sincerely,

Kevin Williams
Principal

P.S. We are open to your opinion of the effectiveness of the changed practice. Please let us know what you think.

Vision/Mission Statement

“Empowered by the Spirit, we at St Mary’s live, learn and grow as disciples of Jesus in a nurturing Catholic Community.”
Term 1 2017 Subject Overview

Year 4

The following is a brief summary of the topics children in Year 4 will be learning about this term. They may not necessarily be taught in this order.

Religious Education
Coming to know God – this unit allows the children to explore their relationship with God and how he is present in the world. They will look at what God means to them personally and what the Church teaches us about God.

From Lent to Easter – during this unit we will explore the themes of Lent and Easter through the study of the Gospel. During this time, students will be involved in whole school Lent and Easter activities.

English
During Term 1 we will be looking at the genres of recount and description. Along with the study of the structure, grammar and associated word usage within these text types, shared reading, modelled reading and guided reading groups will be conducted. Often there will be links between the chosen reading texts and other topic areas from History/HSIE, Science and PD/Health.

Mathematics
Read, write and order (smallest/largest) numbers up to five digits (34 562 is thirty four thousand, five hundred and sixty two)
Record numbers of up to five digits using expanded notation
(30000 + 4000 + 500 + 60 + 2 = 34 562)
Use and record a range of mental strategies for addition and subtraction of two-, three-, four-and five-digit numbers
Construct data displays, including tables, and column graphs and picture graphs of many-to-one correspondence
Describe possible everyday events and order their chances of occurring (likely, unlikely, possible, certain, impossible etc.)
Identify everyday events where one occurring cannot happen if the other happens
Quickly recall and use multiplication facts up to $10 \times 10$
Determine multiples and factors of whole numbers
Use the equals sign to record equivalent number relationships involving multiplication
($3 \times 4 = 2 \times 6$)
Find missing numbers in number sentences involving addition or subtraction on one or both sides of the equals sign (eg. $16 + ? = 24 - 6$)
Name numbers of any size as odd or even
Solve and continue number patterns resulting from performing multiplication
(18, 21, 24, 27, ?)
Find missing numbers in number sentences involving one operation of multiplication or division
($28 = ? \times 7$, $40 \div ? = 5$).
History/HSIE

*First Contacts* — completed during Term 1 and Term 2.
This unit begins with the study of Aboriginal and Torres Strait Islander peoples through European exploration and colonisation in Australia. The impact of exploration on different societies, the changes and consequences, and how these societies interacted with newcomers are examined. How these experiences contributed to their cultural diversity is also studied. Students apply skills of historical inquiry and communication throughout this unit.

Science and Technology

*Plants Alive*
During this unit students will examine how we depend on plants for the oxygen we breathe, food sources, building materials, medicines and fuels. An understanding of their use in agriculture, horticulture, forestry and conservation projects and gardening requires an understanding of plants. Investigation of the life cycle of different types of plants will be undertaken also with hands-on experiments and the use of a science journal.

Creative Arts
During this term, students will explore some of the elements and principles of design in artworks, identify elements in various artworks, and predict why an artist has made particular style choices in their artwork and the effect. Students will also have the opportunity to explore the use of various elements and principles in their own artwork.

PDH and PE
Term 1 PE will cover the skills needed in the sports of cricket and Oztag/touch football. Skills such as sprinting technique, catching, overarm throwing, 2-handed striking, dodging and kicking will all be included in various lessons.

During Personal Development and Health, students will be studying how their own personal development is influenced by their identity, values and changes relating to puberty and life.

Bounce back will also be incorporated into this key learning area and students will continue to build on their skills and knowledge in terms of resilience building and dealing with difficult situations through selected strategies.

Library
As well as our weekly borrowing, Year 4 will be examining how to work on projects and assignments using the NSW Board of Studies Information Skills Process. The children will make a book mark outlining key steps in making a project manageable, as well as evaluating information sources on the web. We will examine each step of the process and what we need to do at each point. We will apply the 5W’s of website evaluation to search for online information sources as safely as we can and assess the relevance and reliability of each source for our project or assignments.

*Teachers: Mrs. Perry, Mr. Merlino and Mrs. Kyle*
“About My Child”

We would appreciate your assistance in the completion of this questionnaire which will enable us to gauge how we can work together to maximise your child’s learning this year.

Child’s Name: _______________________
Child’s Class: _______________________

1. Hopes and expectations for my child:


2. Areas in which I feel my child needs further development:


3. Positive qualities I see in my child:


4. Special interests/abilities of my child:


5. Special circumstances/comments:


Signed: _______________________(Parent/Guardian)