Year 4 2016

Williamstown North Primary School
## Curriculum

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| **Reading Writing Speaking and Listening Viewing** | Information Reports  
Creative Narrative  
Spelling Investigations  
Comprehension Strategies | Science Reports  
Fables  
Spelling Investigations  
Comprehension Strategies | Poetry  
Procedures  
Historical Narrative  
Spelling Investigations  
Oral Presentations  
Comprehension Strategies | Personal Narrative  
Persuasive  
Spelling Investigations  
Comprehension Strategies |
| **Numeracy** | Place Value PS  
Addition PS  
Length  
Time  
Data / Graphs | Subtraction PS  
Multiplication PS  
Division PS  
Mass  
Capacity  
Area  
Volume | Fractions PS  
Counting Fractions PS  
Decimals PS  
Money PS  
Chance  
Maps  
Symmetry | Power Standard Revision  
Temperature  
2D Shapes  
Angles  
Data / Graphs |
| **Inquiry** | Design Technology - Puppets | Physical Science / Working Scientifically - Forces  
Chemical Science / Working Scientifically - Properties of Materials | Humanities / Civics and Citizenship / Historical Knowledge and Understanding - Victoria and Cultural Diversity  
First contact  
Historical Skills | Biological Science - Life Cycles and Eco-Systems  
Health Knowledge and Promotion  
Earth Science - The Changing Earth and Human Impacts |
Reading

- What does a reading lesson look like?
  - This term we will be reading our shared text; Spiderwick.
  - Independent reading of their Just Right texts occurs daily.
  - Students focus on a variety of reading strategies, such as predicting, making connections, questioning, visualising and summarising.
  - Students will be engaged in conferences with the teacher, where they will be supported with setting their goals.
  - Students will be a part of a Reciprocal Reading Group and may be a part of Guided Reading Groups.
What does a writing lesson look like?

- Students have a writer’s notebook where they can plan and expand ideas.
- The writer’s notebook is a safe place for the students to explore their ideas and therefore is not corrected by the teacher.
- Students also have a writing book which is used for more formalised pieces, including handwriting, narratives, poetry, recounts, information reports etc.
- Published pieces of work will be typed on students’ netbooks.
- Like reading, students will be supported in setting goals.
What does a numeracy lesson look like?

- Numeracy lessons normally start off with a warm up. Warm ups are aimed to stimulate the mind with a short, engaging activity.
- Next, the focus of the lesson will be introduced. During this time, students are engaged in discussions about possible skills and strategies.
- They will then work independently or collaboratively using these skills and strategies.
- Students will also be engaged in open ended problems where they will apply their knowledge.
- Students will be supported with setting numeracy goals.
Intervention and Extension

- In our endeavour to cater to all students’ abilities and effectively support and extend each individual learner, students will work in targeted groups for some Literacy and Numeracy sessions.
- These groups will change regularly according to the different needs of the students in relation to specific learning outcomes.
- During these times, your child may move to a different classroom and be taught by a teacher other than their classroom teacher.
- The Year 4 team works closely together to plan these sessions and monitor the progress of each child.
Homework

- Homework is considered compulsory in Year Four.
- Homework is handed out on **Friday** and due the following **Thursday**. Students’ work is checked and new tasks are given the next day.
- Homework consists of 20 minutes of reading a night, which students or their parents will record in their reading logs.
- Homework will also involve five spelling words to learn, and either a numeracy, writing or an inquiry activity which will take no longer than 30 minutes.
- Homework is designed to complement the work that students do at school during the day.
- Negotiating a weekly timetable with your child to complete their homework will assist in developing their time management skills.
Camp

• This year our camp is to Philip Island- 31\textsuperscript{st} August-2\textsuperscript{nd} September

• Notes regarding cost will be distributed well in advance and there will be a Parent Information Session before the event.

• Parent volunteers will be required to assist and information regarding this will be provided in early Term Three.
Student Leadership

- Junior School Council
- E-Learning Leaders
- Bulldog’s Program
- Community Partnership’s Program
  - Williamstown Hospital
  - Wintringham Aged Care
  - Williamstown Police Station
Excursions and Incursions

• Incursions and Excursions will support learning occurring in the classroom throughout the year and will be paid for from the annual Incursion/Excursion payment.

• The end of year excursion is paid for separately and there will be plenty of notice regarding details and payment.

• Swimming will occur for 2 weeks in Term Two

• We appreciate the prompt return of permission notes and payments where required.

• Parent helpers will be required to attend excursions throughout the year and must present a valid Working With Children Card to the office.

• Bike Ed will take place in Term 4.
1:1 Learning Program

- Students are already enjoying being a part of this program.
- Netbooks are used as a tool to support curriculum programs and to equip students with 21st Century Skills.
- Tony and Tinh are our on-site technicians to assist with technical issues.
- It is your child’s responsibility to bring a fully charged laptop to school every day.
- Programs that are downloaded onto computers should only be ones that support student learning.
Specialists

Helen Atkins
Japanese

Dean Pearce
Performing Arts

Sarah Nobbs
P.E.

Kristy Rummans
P.E.

Vicki Symons
Art
Student Wellbeing and Behaviour Management

- All classes have established shared expectations of behaviours to foster a safe and welcoming classroom environment.
- Each teacher implements their own positive behaviour strategies including praise, rewards and recognition of achievement.
- **Giorgia Moss and Crissy Samaras** assists with student welfare concerns in the senior school and follows up with individual students where required.
- Parents are encouraged to communicate with their child’s classroom teacher with any concerns.
Questions?
Please write down your question and put it into the box provided.