Year 4 2015
Williamstown North Primary School
<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Writing</strong></td>
<td>Persuasive Writing</td>
<td>Science Reports</td>
<td>Poetry</td>
<td>Personal Narrative Information Reports</td>
</tr>
<tr>
<td><strong>Speaking and Listening</strong></td>
<td>Creative Narrative</td>
<td>Fables</td>
<td>Procedures</td>
<td>Reports</td>
</tr>
<tr>
<td><strong>Viewing</strong></td>
<td>Spelling Investigations</td>
<td>Spelling Investigations</td>
<td>Historical Narrative</td>
<td>Spelling Investigations</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Comprehension Strategies</td>
<td>Comprehension Strategies</td>
<td>Oral Presentations</td>
<td>Comprehension Strategies</td>
</tr>
<tr>
<td><strong>Maths</strong></td>
<td>Place Value PS</td>
<td>Subtraction PS</td>
<td>Fractions PS</td>
<td>Power Standard Revision</td>
</tr>
<tr>
<td><strong>Addition PS</strong></td>
<td>Multiplication PS</td>
<td>Counting Fractions</td>
<td>Power Standard</td>
<td>Temperature</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>Division PS</td>
<td>PS</td>
<td><em>2D Shapes</em></td>
<td></td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Mass</td>
<td>Decimals PS</td>
<td><em>Angles</em></td>
<td></td>
</tr>
<tr>
<td><strong>Data / Graphs</strong></td>
<td>Capacity</td>
<td>Money PS</td>
<td>Data / Graphs</td>
<td></td>
</tr>
<tr>
<td><strong>Area</strong></td>
<td>Volume</td>
<td>Chance</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Volume</strong></td>
<td></td>
<td>Maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inquiry</strong></td>
<td>Humanities / Civics and Citizenship / Historical Knowledge and Understanding - Victoria and Cultural Diversity</td>
<td>Physical Science / Working Scientifically - Forces</td>
<td>Design Technology - Puppets</td>
<td>Biological Science - Life Cycles and Eco-Systems</td>
</tr>
<tr>
<td><strong>First contact</strong></td>
<td>Chemical Science / Working Scientifically - Properties of Materials</td>
<td>Historical Skills</td>
<td>Health Knowledge and Promotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Earth Science - The Changing Earth and Human Impacts</td>
<td></td>
</tr>
</tbody>
</table>
What does a reading lesson look like?

- This term we have started off reading our shared text; Spiderwick.
- Independent reading of their Just Right texts occurs daily.
- Students focus on a variety of reading strategies.
- Students will be engaged in conferences with the teacher, where they will be supported with setting their goals.
What does a writing lesson look like?

- Students have a writer’s notebook where they can plan and expand ideas.
- Students also have a writing book which is used for more formalised pieces, including handwriting, narratives, poetry, recounts etc.
- 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 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 day is **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 your child record their text in their reading log, five spelling words to learn, and either a numeracy, writing or an inquiry activity.
Camp

- This year our camp is to Anglesea Outdoor Recreational Camp at the end of Term Three (2\textsuperscript{nd} - 4\textsuperscript{th} 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.
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 Four.
- 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.
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.
Specialists

Helen Atkins
Japanese

Dean Pearce
Performing Arts

Sarah Nobbs
P.E.

Vicki Symons
Art
Student Wellbeing and behaviour management

- All classes have established shared expectations for classroom behaviour 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 assists with student welfare concerns in the senior school and follows up with individual students where required.
- Parents are contacted where there are repeated concerns regarding a child’s behaviour or wellbeing.
Questions?