



Dear Families,

Please find below some general information regarding the classroom program your child will be engaged in during Term 1 of this year. Please feel free to make contact by phone, email or by arranging a meeting to discuss your child’s progress at school.

Teacher: Ms Amy Reibelt (Mon/Tue) **Class:** 4JW **Email:** admin@wellingtonpointss.eq.edu.au

Teacher: Ms Sharan Jordan (Wed-Fri)

School Office: 3286 0666

Student Absences: 3286 0660

Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50-9.00	Set up for day	Set up for day	Set up for day	Set up for day	Set up for day
9.00-11.00	English Health	English	English	English	Parade English Music Maths
11.00-11.40	First break				
11.40-1.10	Maths Technology	Maths Science	Maths	Maths	HASS Visual Arts
1.10-1.50	Second break				
1.50-2.00	Roll marking	Roll marking	Roll marking	Roll marking	Roll marking
2.00-3.00	Science	LOTE	PE	HASS	Enrichment Program

Homework Expectations- checked each Friday

- **Reading – Read 15mins a day. Borrow from library or own books**
- **Maths- Number Fact Fluency – to develop fast recall**
- **Spelling – Weekly word study lists**

In-Class Support

There are always students who work through tasks easily and accurately and those who need extra support and guidance. All students are catered for in our classroom, with a selection of activities:

- Inclusion Teachers -Barb Tuite & Rachel Evans, Guidance Officer Ainslee Cheung, Chaplain Emily
- Differentiated Unit Plans, Targeted learning support, Teacher Aides, whole class and small groups.

Curriculum Focus

Inquiry (English): How do authors engage an audience? Explore texts by Australian authors. Engage with a variety of texts for enjoyment, including short chapter fiction books, picture books, print, digital and oral texts. Texts include classic or contemporary literature by Australian and world authors, including texts from and about Asia, and the oral narrative traditions and literature of First Nations Australians. Texts describe sequences of events and unusual happenings, and support or extend students as independent readers. Students describe how ideas are developed through characters and events and how texts reflect contexts. They compare texts from different times with similar purposes and their depictions of events. Students use these texts as models to create imaginative adaptations and discuss their ideas.

Inquiry (HASS): What are the impacts of European settlement in Australia? Investigate Australia, before, during and after European settlement. Examine the purpose of rules and laws. Explore personal identity and groups in our community.

Mathematics: Inquiry: How much is 10 000? Through the proficiency strands - understanding, fluency, problem-solving and reasoning students have opportunities to develop understandings of:

- Number and place value - make connections between representations of numbers; partition and combine numbers flexibly; recall multiplication facts; formulate, model and record authentic

situations involving operations; compare large numbers; generalise from number properties and results of calculations; and derive strategies for unfamiliar multiplication and division tasks.

- Fractions and decimals - communicate sequences of simple fractions.
- Patterns and algebra - use properties of numbers to continue patterns.
- Using units of measurement - use appropriate language to communicate times, compare time durations and use instruments to accurately measure lengths.
- Chance - compare dependent and independent events, describe probabilities of everyday events.
- Data representation and interpretation - collect and record data, communicate information using graphical displays and evaluate the appropriateness of different displays.

Science: In Term One, students will learn that living things have life cycles as they investigate the inquiry question 'What are the similarities and difference between the life cycles of living things?'. They will describe and compare what are the similarities and differences between the life cycles of living things and how living things depend on each other and the environment to survive. This unit involves the students working scientifically and using scientific thinking.

The Arts: Meaning in found objects In this unit, students will explore the communication of cultural meaning through found objects and surface manipulation. They will make, display and discuss their own and others' artworks. Students will:

- explore visual conventions (plaster-cast relief sculpture, mixed media, mould making, found objects, surface manipulation)
- represent ideas (display / art conversations / reflections)
- compare artworks and use art terminology to communicate meaning
- explore artworks from Aboriginal artists and Torres Strait Islander artists which represent the land through symbolic pattern

Music: This semester, the Year Four students will extend their understanding of the elements of music as they further develop their aural skills by exploring and imitating sounds, pitch, beat, rhythm, dynamics and form using voice, movement, body percussion and tuned and un-tuned percussion instruments. They will explore music in unison and with ostinato accompaniments. The students will explore, create, practice and perform rhythm and pitch, reading from invented and learnt symbols. They will explore pitch and rhythmic patterns to improvise, create and respond to music. They will examine music from different social, cultural and historical contexts.

Health and Physical Education: Health: Culture in Australia — Positive interactions. Students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.

Health and Physical Education: Physical Education: Skipping/Orienteering - students will practise and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. They will examine the benefits of being healthy and physically active, and how they relate to skipping. Students will develop their map reading, problem solving and teamwork skills through orienteering.

Technologies: What's your waste footprint?

In this unit students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced).

Languages (Japanese): In Term 1, the Year 4s will be learning to exchange greetings, participate in classroom routines and recognise the basics of the Japanese script. Important greetings such as おはようございます, こんにちは, こんばんは and as well as how to introduce themselves in Japanese will be covered. Classroom instructions such as しずかにしてください, たってください, すわってください will be learnt, as well as the vocabulary for classroom items such as pencils, desk, chairs, books, glue, scissors (eg えんぴつ, いす、はさみ、のり、ノート) and helpful expressions such as すみません. The ability to

ask 'what something is; and 'who it belongs to' will be learnt (using sentence patterns such as Kore wa nan desu ka? and Dare no (stationary item) desu ka?) The importance of the word ください and its use in simple sentences will be explored. The introduction of particles and their importance in the formation of sentences will be discussed. Students will consolidate their recognition of the three scripts of hiragana, katakana and kanji.

Special Events/Excursions

See last page

How can parents/carers help

- Ensure homework is completed regularly and support them in their tasks.
- Read with them regularly. Get them to talk about what they are reading and ask questions.
- Ensure your child arrives to school on time and discuss their day with them.
- Communicating regularly with class teacher and keeping up to date with newsletters and notes.

Work with honour

Special Events/Excursions

TERM 1 2024 CALENDAR

WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
1 22/1 – 26/1	<ul style="list-style-type: none"> First day students return to school 				AUSTRALIA DAY PUBLIC HOLIDAY
2 29/1 – 2/2	<ul style="list-style-type: none"> Class information sheets emailed to families 		<ul style="list-style-type: none"> Year 6 Kitchen Lessons commence 		<ul style="list-style-type: none"> First Whole School Parade 9am
3 5/2 – 9/2		<ul style="list-style-type: none"> Meet the Teacher Meetings 5pm start 			<ul style="list-style-type: none"> Captains Parade – Whole School 9am Wellbeing Friday Enrichment Programs start
4 12/2 – 16/2					<ul style="list-style-type: none"> Peacekeeper Parade – Whole School 9am 2024 Captains Morning Tea with Leadership Team
5 19/2 – 23/2				<ul style="list-style-type: none"> Wake Up with Wello Starts Bravehearts P-2 Year 5 Gold Rush Excursion 	<ul style="list-style-type: none"> Whole School Parade 9am
6 26/2 – 1/3			<ul style="list-style-type: none"> CHYMS Good Mental Health Rocks – Year 6 		<ul style="list-style-type: none"> Whole School Parade 9am
7 4/3 – 8/3	<ul style="list-style-type: none"> Year 6 Camp 	<ul style="list-style-type: none"> Year 6 Camp 	<ul style="list-style-type: none"> Year 6 Camp 		<ul style="list-style-type: none"> International Women’s Day School Photos Day NO Parade Today
8 11/3 – 15/3			<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> NAPLAN Cross Country 9am – 1pm NO Parade Today
9 18/3 – 22/3	<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> NAPLAN Parent Teacher Interviews 	<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> NAPLAN Chappy Subway 	<ul style="list-style-type: none"> NAPLAN Whole School Parade 9:00am (Student of Week Awards today) TBC OSPREY Touch
10 25/3 – 29/3	<ul style="list-style-type: none"> NAPLAN 	<ul style="list-style-type: none"> HARMONY DAY 		<ul style="list-style-type: none"> Easter Hat Parade P-2 Disco TBC 	GOOD FRIDAY