Welcome back from the summer holidays - we hope you are all refreshed. Term 1 is extremely exciting and busy in Year 4. Students will be getting to know their new teachers and classmates, along with new routines and curriculum. The Year 4 teachers are also refreshed and prepared for an exciting year ahead.

For your diary: **Meet the Teacher afternoon:**
19 February (Thursday) 3:00-4:00 pm (in your child’s classroom)

**ENGLISH**

In this unit, students **read a narrative** and examine and analyse the language features and techniques used by the author. They **create a new chapter for the narrative for an audience of their peers.** The assessment for this unit will be a writing a new chapter for the Twits. Students also investigate how illustrators use the language in the book to create appropriate illustrations to match the story. Each child will then create an illustration to match their new chapter.

In **Spelling**, students will be streamed to assist in each child’s development. This means your child may go to another year 4 teacher for spelling – to assist with their individual learning needs.

Each classroom will also conduct groups to enhance every child’s ability to **read**, comprehend and deconstruct a variety of texts.

**Handwriting** will be a major focus of Term 1 as students perfect their cursive writing fluency.

Vocabulary building lessons in **STRIVE** will introduce and explain new words encountered in class.

**MATHEMATICS**

The first few weeks of this term are a revision of Year 3 maths, in particular, **understanding number and place value**. Students will be involved in activities such as ordering and comparing numbers, representing numbers in different ways, understanding their value.

A study of the **properties of odd and even numbers** will be assessed formally, exploring their answers when used in calculations.

There will be a **concentration on addition and subtraction number facts and sums/algorithms**, leading to problem solving activities. Quick and accurate recall of basic and extended facts is expected.

Linking with Geography, students will study a unit on **exploring maps and plans**. Lessons using simple maps, using cardinal compass points, investigating scale, using mathematical language to find locations and describe pathways will lead to formal assessment.

Students will apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.

Assessment is spread across a number of work samples, teacher observations and several formal assessment tasks.
**SCIENCE**
This term, students will undertake a unit of study called ‘Ready, Set, Grow!’
Students will investigate the life cycles of plants and animals, exploring their similarities and differences. As usual, the Science specialist teachers will conduct lessons each week and a further lesson with the class teacher will complete the 2 hours of Science per week required.

**HISTORY**
In this unit students will be investigating European exploration and the movement of peoples.
The following questions guide the unit:
- Why did the great journeys of exploration occur?
- Why did the Europeans settle in Australia?
Students will sequence historical events and people in chronological order. They will pose questions about the past and locate information in a range of sources to answer those questions. Students will communicate their learning in written narratives, in timelines, in tables and other graphic organisers. A study of the First Fleet arriving in Australia will be the focus.

**TECHNOLOGY AND ART**
Art and technology will be integrated to other curriculum areas this semester.
Design and create will be a feature of these areas. For example, the students will be applying artist techniques and technological processes to design a name poster to display in the room.

In this unit, students will be exploring environments and places with a focus on Africa and South America. Students investigate the types of natural vegetation and native animals on both these continents. Students learn to identify and describe the relative location of places at a national scale and to complete maps using cartographic conventions. The interconnections between people and environment are examined by exploring the importance of environments to animals and people and how places are characterised by their environments. Students will identify and compare the characteristics of places, including the types of natural vegetation and native animals. Students will interpret geographical information and data to identify different views on how the environments should be protected, and form conclusions. Students will investigate the inquiry question/s identified from the Australian Curriculum: Geography: • How does the environment support the lives of people and other living things?

**HOMEWORK**
Homework will commence shortly. To support the busy lives of families with commitments outside of school, homework will be set for the equivalent of 3 nights per week. Spelling, number facts and reading will be an integral part. (Digital forms eg internet sites will be supplied for revision and challenge, once teachers are familiar with the new sites to which our school has subscribed.) Most work will initially be written in homework books, sent home on Mondays, to be returned, completed on Fridays. We anticipate your support with homework, a life skill in self-discipline and self-regulation.

**CONTACT**
To contact your child’s teacher please contact the office on (07) 3382 4333
and leave a message or email:
4S Stephanie Smith: ssmit136@eq.edu.au
4H Jenny Hodby: jhodb1@eq.edu.au
4GR Kimberly Gardiner: kgard39@eq.edu.au
Karen Rolfe: krolf7@eq.edu.au
4P Kate Paterson: kpate6@eq.edu.au