Level Leader’s Welcome

Welcome back to all Year Four students and parents for our final term of 2015. The year seems to have flown by with a multitude of fabulous school events taking place each term. I would like to sincerely welcome our new students and families who have started at GWPS this month.

Smooth Moves is the title for the Term Four inquiry unit and it is based on the physical science of force. In this unit, students will investigate how forces can be exerted by one object on another through direct contact or from a distance. This inquiry encourages students to predict, test, collect data and discuss results.

To assist in consolidating the student learning, an incursion has been organised in November, through “Hands on Science” Educational Science. The students will work cooperatively in small groups and develop their skills in predicting, investigating, observing, and sharing their findings about forces to their peers. The students will: explore the relationship between force and movement, use scientific tools, compare and contrast the effect of friction on different surfaces, investigate the effect of different strength on the behaviour of an object, air resistance and gravity using rockets, and explore attraction and repulsion between magnets. A note will be sent home within the fortnight.

Throughout the term, the Home Learning will match the learning tasks undertaken in the classroom and will act as: an introduction, application of new understandings, finding out more about a concept or extending students’ knowledge.

In all, it will be another action-packed term to look forward to, and I hope you can share in the students’ achievements through conversations at home or you are welcome to come to their classrooms and be part of the investigations too.

Miss Tania Smith
Level 4 Teaching and Learning Leader
NUMERACY

This Term, the students will be participating in a range of exciting, challenging and rigorous Mathematics investigations and learning tasks to further develop their skills in analysing Mathematical problems of varying levels of difficulties.

A range of skills and concepts will be covered throughout Term 4. These include number patterns and place value, shapes, time, measurement, operations including fractions and graphing. They will participate in investigations and activities involving problem solving and experiment with a range of creative solutions.

Students will develop thinking strategies to organise their approach to problem solving activities during ‘maths talk’.

They will reflect on the approaches they use to form solutions and recognise that others may have different opinions and understand that reasoning can be influenced by strong feelings.

Students will begin to question arguments presented to them; for example, those based on the assertion that ‘everybody knows’ or ‘I just know’.

A strong emphasis will be placed on developing student’s Mathematical language, a tool that will greatly assist their problem solving skills. In order to improve student’s efficiency in the quick recall of number facts, a range of warm up games are used, generally at the beginning of a lesson, to provide constant practise.

Students will be benefit greatly by being involved in Mathematical tasks at home such as: helping with meal planning and preparation, providing directions, home renovations, reading the calendar and clock. Involving children in everyday Mathematics will help them see the relevance and importance to develop and succeed in this very

WRITING

In Term Four, students will be reviewing a number of different writing genres. To begin the term, students will be working on a writing piece where they will be given the opportunity to submit their piece as an entry for Glen Waverley Rotary Club’s Writing Competition! As a part of this writing task, students will be working collaboratively to interview a fictional character and use the information obtained to create a short story from the fictional character’s point of view.

Students will also be reviewing the process of writing procedural and explanation texts throughout the term. The topics that students will write about under these text types will also tie in with the science inquiry topic for this term – “Smooth Moves”. Furthermore, there will also be a Choice Writing unit that gives students the opportunity to write about a topic in a text type of their choosing. The writing units will be taught and reviewed in line with the writing traits covered under VOICES, which is the whole school approach to learning and teaching writing implemented at Glen Waverley Primary School.

We look forward to sharing our writing with the school community and welcome any queries about the learning involved. It will be fantastic to see the wonderful learning that will take place in writing for Term Four!
Warm Weather

As we move into warmer weather it is important that students dress appropriately. Wearing layers of clothing that can be removed easily means children can cope with cool mornings and warm days. If your child wears shorts/skirt with a T shirt and jacket or jumper, the outer layers can be taken off when they get hot. Too many layers under T shirts cannot be removed easily.

It is important that all jumpers, jackets and hats are named with both the first and second name so that the owner of any misplaced clothing can be found. A laundry or permanent marker will be fine or a sewn or iron on label is also suitable.

Our school is a ‘Sun Smart’ school and therefore school approved sunhats are to be worn outside at all times during Terms 1 and 4. “No hat, no play” is a phrase all students are familiar with. Drink bottles are encouraged at school. School approved sunhats can be purchased from the Uniform Shop.

iPad Evening

iPad 1:1 program information evening for parents of students who will be in Year 5 in 2015.
Tuesday 27th October, 2015
6.30pm - 7.30pm
In 3AJ & 3MT classrooms

The 21st Century classroom is an incredible place to be. At Glen Waverley Primary School we are very fortunate to have such a supportive and forward-thinking parent community. The launch of our 1:1 iPad program has been such a huge success that a number of schools have visited Glen Waverley Primary School to learn more about the individualised learning benefits and its impact on student outcomes. This is such a fantastic result for our school and speaks volumes for the enthusiasm and responsibility with which the 2015 cohort of Year 5/6 students have approached the program.

In 2016, your child will be in Year 5 and is expected to be an active participant in the 1:1 iPad program, which will strongly support their own individualised learning. Whilst the school supplies a limited number of iPads for the Year 5 students to share across classrooms, each family is encouraged to purchase an iPad for their own child’s usage.

In order to enable you to make informed decisions regarding the 1:1 iPad Program an information evening is being held on Tuesday 27th October from 6:30pm - 7:30pm. The information evening will be held in the 4AM & 4SD classrooms. Please bring a notepad and pen, should you wish to take notes during the evening.

On the evening we will cover:
What are the learning benefits of a 1:1 iPad program?
- The Glen Waverley Primary School model: how is the iPad utilised for learning?
- Protocols for use and safety
- Purchasing options and management of iPad applications
**READING**

Attention passionate readers! We need you this term!

Term Four is our time to consolidate and extend our excellent reading strategies. In each reading lesson, Glen Waverley Primary School keeps a consistent approach by following the CAFÉ Reading Framework.

In every Year Four classroom you will see a CAFÉ board, which showcases the wonderful goals each class has been learning and focussing on. It is excellent to see the many strategies great readers use when reading, but also creates a reference for the students learning throughout the year. This dynamic approach means that students have ownership over their learning and a clear understanding of strategies, therefor may set themselves goals at any time.

As our dedicated learners move towards Year Five, we encourage students to continue their fantastic metacognitive thinking. Thus meaning, that when reading we have many thoughts in our head, by identifying these thoughts and tracking them, we have a clear insight into many comprehension strategies.

<table>
<thead>
<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will this be about? (predicting)</td>
<td>What is happening?</td>
<td>Why did the character _____?</td>
</tr>
<tr>
<td>What do you think a _____ is?</td>
<td>What is a _____? (concept or word)</td>
<td>Why did the author write this?</td>
</tr>
<tr>
<td>Who is (that character)?</td>
<td>Why did that happen?</td>
<td>What do I believe about _____?</td>
</tr>
<tr>
<td>Why is the title _____?</td>
<td>Who is talking?</td>
<td>What was the author trying to tell me?</td>
</tr>
<tr>
<td></td>
<td>Where is this taking place?</td>
<td>What did I learn?</td>
</tr>
<tr>
<td></td>
<td>Why does the author say _____? (inferring)</td>
<td>What would I have done if _____?</td>
</tr>
</tbody>
</table>

**Home Reading and Diaries**

We request that students continue to read to parents regularly and record their progress in their diary.

Ask your child questions about the text read and what might happen next, to ensure they understand what they have read and praise their efforts. Also encourage your child to read by themselves each night. If at any time you wish to speak to your child’s teacher about their progress or absences please record in the diary and ask your child to show their teacher. School diaries need to be kept in school bags. We will do our best to contact you as soon as possible. Of course you are always welcome to communicate via email.