

LEVEL 4 NEWSLETTER

Glen Waverley Primary School
Term One 2018

IMPORTANT DATES

Swimming Program
Monday 26th February to 16th of March

School Athletics
Thursday 5th March

Twilight Sports
Wednesday 25th March

SMART8 Begins
Tuesday 27th February

Curriculum Day
Tuesday 13th of March

School Council
Monday 19th March

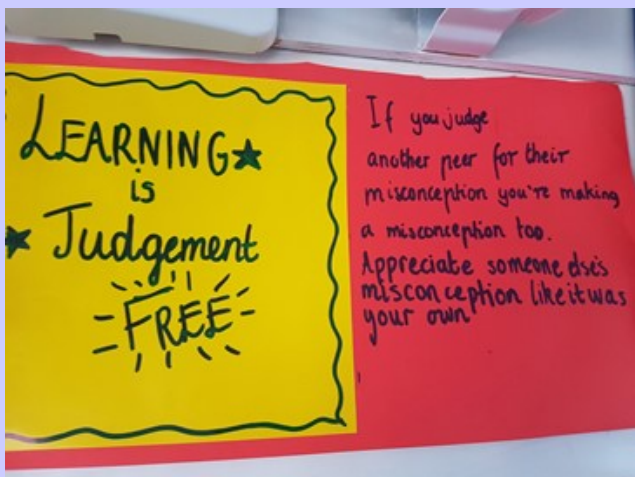
Welcome to Level Four

Happy New Year and welcome to the Level Four community for 2018. This term we begin building a classroom culture for success in learning, but also look to build strong learning relationships with parents and others across the year level. As a level four team, we value these connections strongly and also wish to extend our invitation to parents joining us in the classroom. It benefits the children deeply when supported with their learning and with teacher guidance, it's a straight forward process. The expectation is to listen to a variety of learners in reading, sharing their writing pieces and even discussing their thinking within maths. Our learners are at the centre of everything we do and are simply energetic when given opportunities to share their thinking.



Things to remember:

To ensure that your child is prepared for school each day, here are a few suggestions the children discussed were important to them. Ensure that all items of school clothing, including hats are labelled with a full name. Lost items will be kept in our Lost Property Box near the staffroom. The weather is often very warm in Term One. It would be fantastic for learners to come to school dressed for the weather. Your children need to have their hats to play in the sun during play times as well as P.E. lessons and wearing sunscreen will protect their skin from sun damage. Bringing a water bottle is also essential so they can stay hydrated throughout their learning. At ten o'clock each day, learners are given time to have their 'Brain Food', which includes healthy snacks such as fresh or dried fruits and vegetables. To help protect our environment and reduce waste in our school, learners are encouraged to bring 'Nude Food', where they bring food without wrappers. Instead they could pack their snacks and lunch in containers which can be reused.



Welcome to Glen Waverley Primary School

Annie Lui

Hello! My name is Annie Lui and I am one of the grade 4 teachers this year. I am so delighted to join the Glen Waverley Primary School community and teach a class of wonderful learners. I recently completed the Masters of Teaching (Primary) degree and previously completed a Bachelor of Business. I enjoy travelling and visiting different parts of the world and learn their culture. One thing I am looking forward to in 2018 is the journey that we will have together as a class and a cohort of grade 4. If you see me around, come and say hi! Looking forward to a great year with the grade 4's!

Jonathon Males

My name is Jonathon Males and I am one of the Year 4 teachers for this year. I would like to take this opportunity to thank you for your forward thinking and support in sharing how your child learns best. I previously taught at Rowville Primary School for 3 years and London for a brief period. Away from school I am a very passionate sportsman and love to go to the football to support my team, Carlton. I also love to travel and see new places and try different cuisines. I look forward to working with year 4 team and our cohort of learners to have a successful year!

Digital Learning



Level 4 learners are filled with excitement to begin their journey with our 1:1 iPad learning opportunity. We have started the term with a focus on the responsibilities and expectations around the iPads. The document can be reviewed within the 'iPad Agreement' document that was sent home during Week 2. It can also be accessed at; <http://www.glenps.vic.edu.au/page/73/ICT--/-Digital-Excellence> Within the learning environment, we have discussed the importance of using devices for a purpose. This looks like learners using applications to extend and deepen their learning intentions. So far the learners have thrived with this opportunity and happily justify their purpose when prompted.

Inquiry

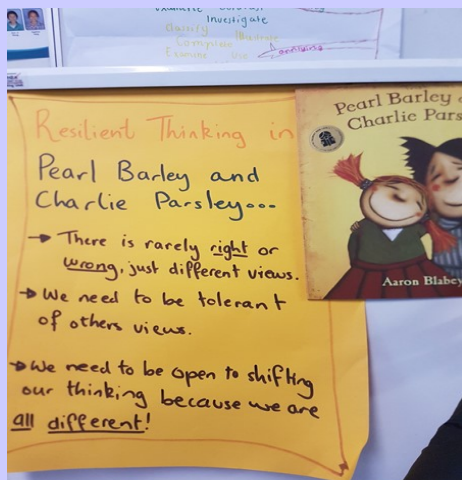


Throughout the year we weave two humanities and two science focussed topic areas into our Australian Curriculum (see <http://5.australiancurriculum.edu.au/humanitiesand-social-sciences/introduction>). This term, we are looking deeper into the humanities area, explicitly learning about the impact of immigration in shaping our identities as global citizens. We frame our thinking through the important lens of questioning, starting with how people feel when they leave a country and settle into a new one, explored reasons why we move and how this adds to our identity. So far, the children have been exposed to the concept of taking land, property and possessions from others. This was played out in our classroom setting and aimed to evoke feelings of great loss and great gain. Our learners reflected on the process; feel free to ask your child about their personal experience to further deepen their thinking and feeling. Within our inquiry, we will continue to make links to our rich whole school values of Empathy, Respect, Integrity and Initiative. These directly relate to our already successful CIS journey and aim to further build our learners as intercultural global citizens.

Literacy in Level 4

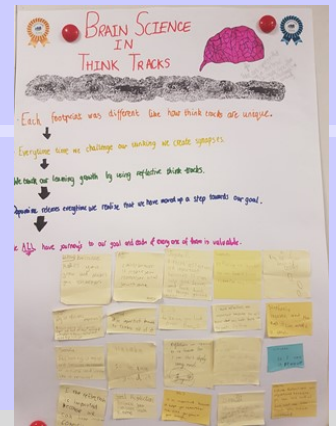
WRITING

This term we reintroduce our VOICES approach to writing to consolidate the understanding of the variety elements that create great writing pieces. The VOICES framework can be seen in every classroom and allows learners to have a common, progressive language relating to important factors when writing. These important traits include; Voice, Organisation, Ideas, Conventions, Excellent Word Choice and Sentence Fluency. In Level Four, we have learnt about the process an author takes to present a polished piece of writing. When a writer begins a piece, they think about what their writing will be about and the genre it will take. This first stage of writing is the prewriting phase. Writers move to the drafting stage where they put pen to paper and plan their piece. The writing process is dynamic and after these processes may follow the writing, editing or publishing stages in no specific order. It has been wonderful to see the personality and zest our learners in Year Four already bring to their writing pieces, admiring their motivation and willingness to write. Our focus this term is to establish ourselves as authors as we create memoirs. This is where learners will think about a memory that has shaped their identity and expand this moment in their writing. At home you can help your children by brainstorming ideas around their favourite moment, focussing on why it was so pivotal to them.



Reading

Throughout Term One, we continue our study based around the CAFÉ Board of reading strategies. This is an acronym for reading strategies within the areas of Comprehension, Accuracy, Fluency and Expanding Vocabulary. Over the next couple of weeks our learners will be developing their personal reading goals. Their Home Learning will also involve additional reflection on their chosen goal. To extend their thinking, check-in with your children by asking about their strategy and how they are using their 'inner voice' to understand their text. At home it would be helpful for your child to read out loud for 20 minutes and then be asked questions that are within, beyond and about the text as provided during the getting to know you interviews.



Spelling

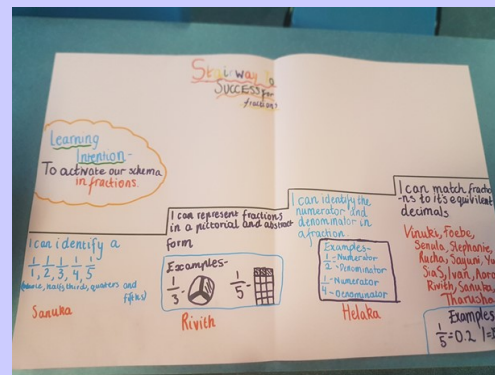
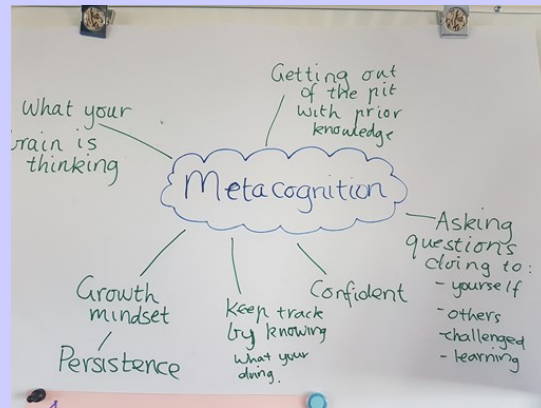
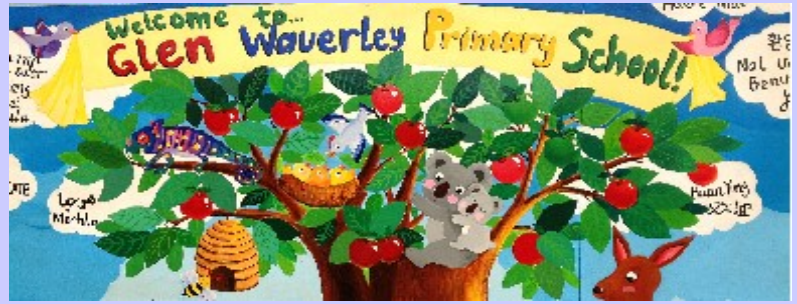
In Spelling, learners will continue to build on their self-regulation as they identify their personal spelling needs, analyze these words through a spelling inquiry and apply these new words in their writing. The learners in Level 4 have already begun this exploration and continue to draw closer connections with familiar and unfamiliar words. At home, you can encourage your learners to identify the tricky part in unfamiliar words and ask if they can draw connections between their challenging word and one they already know. For example, if they are unsure how to spell cooperation, ask your child if they can spell 'operation' as this prompts connections in their schema.

LEVEL LEADER'S WELCOME

Welcome everyone to another fabulous year of learning at the best school in the world, Glen Waverley Primary School. Personally, I am incredibly proud and excited to introduce our two new teachers to the Level Four Teaching and Learning team, Annie Lui and Jonathon Males. Already we see their enthusiasm and values shining through as they work towards building thinking and learning in classrooms 4C and 4D. Kristy Smith continues her journey at GWPS, extending learners and building authentic learning experiences within the classroom. There are many opportunities around thinking and learning this term, but on the forefront of my mind is further investigating our 2018 foci of Academic rigour, Orderliness and Educating the whole child with our learners in Level 4 as we strive towards building strong connections and challenging our thinking.

Trish Singh

Year 4 Teaching and Learning Leader



MATHEMATICS

This term, we are going to be learning and deepening a range of concepts, relating to the three dimensions of Mathematics: Number and Algebra, Measurement and Geometry, and Statistics and Probability. We will begin by further exploring place value (our number value system) as this is an important foundation for learners' success in more complex problem solving. Learning will be undertaken in order to advance students' understanding of decimals, and they will participate in project-based learning to support them in identifying the importance and relevance of mathematics in a real life context. Whilst this occurs learners will also begin to explicitly unpack principles of SURF (Problem Solving, Understanding, Reasoning and Fluency) Our underlying focus throughout the term is on developing 'Learning Norms.' There is research (<https://www.youcubed.org/positive-classroom-norms/>) to confirm that setting up a strong, connected learning environment leads to opportunities to target and grow learning. The first learning norm we unpacked in Level 4 is 'Mistakes are valuable' this redirected our learners from finding the 'right answer' to 'strategic thinking' understanding that there can be multiple responses to a problem and the importance lays in justifying your thinking as a mathematician. We look at building thinking in Level Four and can't wait to share the learners' mathematical strategies with you as they grow.

Home Learning

Home learning in Level 4 has a focus on four weekly learning opportunities- Inquiry, Mathematics, Reading and Spelling.

Inquiry- Inquiry based experiences are planned to compliment classroom learning and broaden our learners understanding of how our travels impact our identity and shape us as global citizens.

Mathematics- Each week learners will have a set numeracy task to complete which may be digital or hands-on/interactive. We continue our learning with Mathletics, but look to build learners responsibility around this tool to become self-motivated.

Reading- Students are to read for 15 minutes per night to an adult or older sibling. Even for confident readers it is still important they have the opportunity to read out loud to develop expression and fluency. Conversations around your child's reading will reinforce their understanding and help them develop critical literacy skills that are introduced at this level.

How can you help your child with reading?

Provide a calm environment where they know they have your full attention.

Ask them questions that are 'about', 'within' and 'beyond' the text as discussed in our Getting to know you interviews'. These open ended questions will evoke

deeper thinking E.g. Tell me about this character. What do you think is going to happen next in the book?

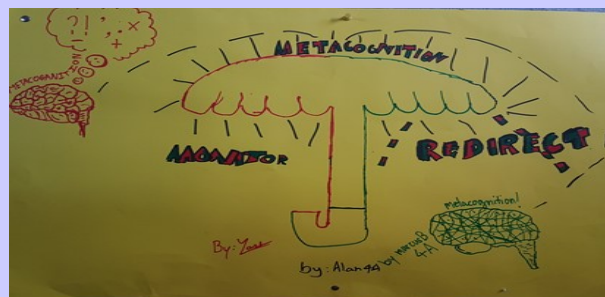
-Ask them to tell you about strategies their teacher has asked them to practice while reading.

-Take them to the library and encourage them to use the five finger test to choose 'Good fit' books.

-Praise their reading with positive and justified feedback and feedforward e.g. You used fantastic expression for that character's voice because I could imagine them in my

Spelling- Spelling words are provided each week, concentrating on spelling generalisations and personal needs. Learners will need to practise these words nightly and complete a learning task to concrete their understanding of set generalisation. Each Friday learners will complete a spelling assessment on their selected words.

Weekly Home Learning is handed out on Fridays and is to be returned the following Friday.



SWIMMING

The swimming program introduces and develops the children's water skills. The program has a focus on water safety, not just in the pool but around water in general. Students learn skills such as being able to float, different types of swimming strokes and common sense when dealing with water. Swimming and water safety awareness is imperative as Australia has so many beaches, lakes, rivers, pools and waterways. It is a skill that all people should have and it is important that individuals learn their own capabilities around the water.

The trained instructors assess the students in small groups and focus on what they need to achieve to develop their skills placing them in like ability groups. They will ensure strong swimmers are advanced and those with the basics learn to develop further skills.

Parents are welcome to come and watch their child during swimming lessons. Please note that due to student privacy it is not appropriate for photographs or videos to be taken that may capture another student apart from your child in the image.

Swimming caps are provided by the pool and are to be retained by the students. A good towel that will dry properly is important! Please remember that it is very important that all your children's school uniform and other items of clothing including underclothes and bathers are named prior to the swimming program starting

SWIMMING DATES FOR LEVEL 4: Monday 26/2, Monday 28/2, Monday 5/3, Wednesday 7/3, Wednesday 12/3, Friday 13/3