



# CASTLE COVE PUBLIC SCHOOL 4S 2018

Dear Parents,

May I take this opportunity to welcome you all to another exciting year at Castle Cove Public school. I am looking forward to working with your children. In our classroom I will be providing challenging learning experiences in a warm and supportive environment, that is caring, stimulating, safe, and which fosters mutual respect and co-operation. I strive to cater for the different learning styles and individual needs that exist within the students of the class. I believe in respecting children and supporting them in developing self-esteem. Positive reinforcement and encouragement will be provided to the students to enable them to experience success and give them the potential to flourish.

The students have very quickly settled into their new class and we are looking forward to a rewarding, exciting and productive school year together.

Robyn Sullivan

Monday	Tuesday	Wednesday	Thursday	Friday
Earth Kids at lunchtime  Weekly Assembly 2.40  Training Band 3.30	Computer 10.05  Concert Band (Lunch)	Chess (before school 8.15)  Library 10.45  Scripture/ethics 12:35  Training Band (Lunch)	Concert Band (8.00am)  Science (11.50-1.10)  Moving Bodies 2.45	Class Sport  PSSA and Friday sport

## **English:**

Students will be provided with opportunities to respond to and compose texts through a range of reading and viewing, speaking and listening, and writing and representing activities. They will learn to use language effectively, appreciate and reflect on their learning. Activities in English will engage students in learning that is imaginative, creative, interpretive, critical and powerful.

Throughout the year, students will respond to a wide range of texts. They will read and view examples of spoken texts, print texts, visual texts, media texts, multimedia and digital texts.

### **➤➤ Speaking and Listening**

Students will engage in class discussions related to a variety of topics studied across the key learning areas. Opportunities will be provided for students to work independently, in pairs and cooperatively in groups. Students will be expected to present formal presentations, including speeches. In 4S we have a class novel which I will read to the students. This is listening for pleasure. Our novel this term will be "Tom Appleby Convict Boy" by Jackie French and the picture book "The Rabbits" by John Marsden and Shaun Tan. In term 3 we will be studying 'A Midsummer's Night Dream' by William Shakespeare.

### **➤➤ Reading and Viewing**

Students will read and view of a variety of quality texts including novels, School Magazine and Behind the News (BTN) documentaries. They will develop an appreciation and enjoyment of literature and learn about grammar, punctuation, vocabulary and techniques authors use to engage their audience.

The class will be reading texts that are related to their learning across all key learning areas as well as literary and factual texts from many sources. During reading sessions the children will be reading for information, focusing on grammar, development of comprehension and identifying how different texts are structured. To emphasise reading for enjoyment, the children will be given the opportunity each day to read texts of their choice independently. If there is a book your child has brought from home or borrowed from the school library, they can keep it in their tray to read during these times. The students will also do reading activities on the online Reading Express program.

### **➤➤ Writing and Representing**

Students will write a range of imaginative, persuasive and informative texts. During writing activities, they will be encouraged to identify spelling errors, edit and proofread their work and enhance their writing by setting personal goals for improvement.

Modelled writing and word banks will be displayed around the room to assist students with independently locating words they don't know how to spell. Writing will occur individually, in pairs, in small groups and as a whole class and will be related to the themes and topics covered in class. Students will be encouraged to proofread and carefully revise all of their writing independently using checklists to assist them in meeting writing expectations.

Writing conferences occur frequently. This is vital in assisting children to proofread, edit and publish their work. This is conducted one on one with me.

## ➤➤ Handwriting

Students will be continuing to practise NSW Foundation writing. Year 4 students have already been given their pen licence. Students need to display neat handwriting with consistent joins, size, slope, space and legibility to retain their licence.

## ➤➤ Grammar, Punctuation and Vocabulary

These will be taught explicitly in context and related to reading and viewing, speaking and listening and writing and representing activities using the VCOP method. Students will be encouraged to experiment with a range of more complex vocabulary, punctuation and grammar to enhance their writing. They will begin to learn about the different types of language needed to achieve the purpose of different types of texts, giving them the tools they require to structure their writing.

## ➤➤ Spelling

Spelling is an important part of the writing process and will be taught explicitly. Students will be using the spelling text book 'Sound Waves'. They will become familiar with various ways of representing sounds, blends and letter clusters in writing. A spelling grapheme will be a focus in class on a weekly basis. The aim is to give your children the necessary skills to attempt words that they are not yet confident to spell. Each week children will complete activities and participate in games related to spelling in order to develop an increasing bank of known and unknown spelling words. All students can log on to **Spelling City** where their weekly list is posted for activities at home. They just need to type in Castle Cove School and a list including my name will appear, they then click on my name and the spelling lists will all be there.

## **Mathematics:**

Students will engage in teaching and learning activities that encourage them to be confident users of mathematics. Numerous mathematical concepts will be covered in Stage 2. All concepts will be explicitly taught through practical activities using a range of mathematical equipment. A strong emphasis will be placed on quick number recall and linking mathematical concepts to real life examples. The *Mathletics* computer programme will complement the classroom activities. *TT Rockstars* is used for multiplication drill and recall.

Throughout the year in Mathematics, the program will be differentiated to accommodate the specific needs of individual students. Support and extension will be given to students as required.

Students develop understanding and fluency through inquiry, exploring and connecting mathematical concepts, choosing and applying problem solving skills and mathematical techniques, communicating and reasoning. Working mathematical skills will be developed across all strands and sub-strands of mathematics.

The **Green Badge Booklet** for essential skills in Mathematics is used in Year 4.

### **History and Geography:**

This semester the students will study the following:-

History- First Contacts  
World explorers

Geography- World Environments  
(Comparing and contrasting a world environment  
with Australia's environment)

### **Science and Technology:**

Science will be taught by Ms Anjali Rao for 80 minutes each week. Four main topics will be covered during the year. These include:

Term 1: Light  
Term 2: The Earth  
Term 3: Space  
Term 4: Forces and Motion

### **Personal Development, Health and Physical Education:**

- Term 1: Safe Living, Bounce Back, Year 4 fitness, Moving Bodies
- Term 2: Drug Education, Bounce Back, SchoolSport/PSSA
- Term 3: Child Protection, Life Education, Bounce Back, Moving Bodies, School Sport/ PSSA
- Term 4: Healthy Lifestyle, Surf Education, SchoolSport

#### **➤➤ Moving Bodies**

The students will participate in athletics and gymnastic programs taught by Moving Bodies. These programs will begin in Term 1. Students wear their normal school uniform and school shoes on this day. Girls may wear bike shorts (or similar) underneath if wearing a dress for the gymnastic component in Term 4.

#### **➤➤ Sport Skills**

All students in Years 3 to 6 will be participating in a chosen sport activity each Friday afternoon. During Term 1 Year 4 participate in a fitness program on Friday mornings.

#### **➤➤ Bounce Back**

The class based pastoral care program called *Bounce Back* encourages self-reflection, resilience and social skills. The students participate in a wide range of activities to develop these critical life skills

## **Creative and Practical Arts:**

The creative arts provide opportunities for students to learn to work within and learn about the art forms of visual arts, music, drama and dance.

- **Visual Art**

Students will be participating in various art activities where they will to make and appreciate arts works. They will explore how artists work and appeal to the viewer. An art smock is required for all students. Experiences will at times be based on units of work they are focusing on in other key learning areas.

- **Music**

Throughout the year students will be provided with opportunities to perform, organise sound and listen by experiencing musical concepts. Students will have opportunities throughout the year to attend performances from MusicaViva. They will learn about the elements of music through singing and arranging musical compositions using technology.

- **Drama**

Drama will be integrated into various key learning areas throughout the year. Students will explore elements of drama based on their learning experiences related particularly to their work in English and HSIE. Learning activities will focus on different aspects of drama such as role play and reader's theatre. In Term 3 the Bell Shakespeare Company will be coming to the school with their performance – 'Shakespeare is Dead' aimed at students in Years 4-6.

- **Dance**

Students will participate in a dance program taught by Moving Bodies.

## **Information and Communication Technology**

Today's students are both engaged with and have an affinity for technology. To educate and prepare our students for an increasingly technology-driven world teaching staff use technology to facilitate high quality teaching and learning to engage students.

To support teaching and learning all computers are networked. They have a fast, secure and filtered connection to the Internet to facilitate research and collaboration. All students have their own login and password to access the School's ICT network and the Student Portal.

Year 4 students have access to a shared bank of 15 iPads and a pod of mobile computers to use in the classroom. These are available to each class on many occasions throughout the week. In addition, there are desktop computers available in all classrooms, computer lab and library.

Students will develop their understanding of Digital Citizenship and how to be safe online. They will increase their proficiency in creation programs such as *Prezi* and *Glogster* and learn the basis of computer coding using the website *code.org*.

## ➤➤ **Genius Hour /Passion Project**

### **What is Genius Hour?**

Genius Hour is time set aside in class for students to study their passion on a new idea or skill once a week for a set amount of time.

### **Why is Genius Hour important?**

Students take ownership of their own learning. They learn about something they want to learn about. Genius Hour sparks curiosity, and students have an opportunity to become their own Genius. Genius Hour encourages life-long learning, imagination, perseverance, self-awareness, adaptability, as well as other life-lessons.

### **How will Genius Hour work in the classroom?**

Students will participate in Genius Hour on Wednesday afternoons. During Terms 1 and 2 it will be a personal passion study. It may be writing and drawing, culminating in a picture book for Kindergarten, a research study into the history of surfing or designing and making clothes for a pet. These projects will then be presented to the class once completed.

In Term 3, the Year 4 children will research a famous person in a unit called "Images of Greatness". This will culminate in a Year 4 display of their work in the hall to which parents are invited.

### **Library**

Our Library lesson is on a Wednesday. Please make sure that your child has their Library bag on that day. Part of our English programme is the **Premier's Reading Challenge**. Students will log their books through their portal. This will be open early March.

### **Scripture/Ethics**

Weekly scripture and ethics sessions occur on a Wednesday from 12:35 pm to 1:05 pm.

### **General Information**

Weekly Class Emails - These emails are sent out on a Monday outlining the spelling sound and maths concept of the week. It may also include a suggestion for which Maths badges to focus on for homework. It will also state any activities for the class in the coming week eg sushi day, excursions etc. The School newsletter is emailed every Friday with information for the following week.

### **Homework**

- Reading – 20 minutes every night.
- Maths – Specific Mathematics activities will be posted each week corresponding to the concept we are working on in class. Mastery badges again are a focal point of homework.
- Spelling – weekly activities are available online on [www.spellingcity.com](http://www.spellingcity.com) using the weeks spelling sound and word list.
- On the website on the Year 4 pages are extra homework activities – normally a matrix of activities on a theme. These change each term.

## **Reward System**

Students are given Castle Cards for positive reinforcement and acknowledgement of best work. When they have 10 Castle Cards they bring them to school and receive a Merit Certificate. When 10 Merit Certificates are earned, students receive a Bronze Certificate at our K-6 Assembly. This system continues through to Silver and Gold Certificates. Students need to be encouraged to look after awards earned, so they can bring them to school to receive their next award.

Students are also given praise, encouragement, stickers, stamps, house points as positive reinforcement.

## **Notes, Money and Clothing**

As **school rolls** are legal documents, please make sure a letter is sent each time your child is absent. If your child is late to school or needs to leave early, parents **MUST** call at the office where staff will assist you and print your leave slip. **School hours are 9:25am to 3:25pm.**

Excursion permission notes with money enclosed are posted at the office in the silver letterboxes on the left hand side as you walk into the administration building. Children in Stage 2 should be encouraged to be responsible for putting their money/permission slips in the silver letterboxes below the counter before school.

Please make sure your child's clothing (especially hats and raincoats) is clearly labelled.

## **Birthdays:**

If your child wishes to celebrate their birthday with the class, please bring in cupcakes, icy poles or something easier to share and distribute to the class than a whole cake. Please be mindful of our students with severe allergies to nuts and avoid foods that may contain them.

Our class parent is Susannah Gallagher.

My email is [robyn.e.sullivan@det.nsw.edu.au](mailto:robyn.e.sullivan@det.nsw.edu.au)

## How can you help your child at home?

### **Create a positive reading environment in the home.**

Be a reader yourself and encourage your child to read for pleasure as well as for information.

### **Provide a variety of texts at the level your child can read with you.**

Stories, comics, plays, cartoons, reference books, magazines and children's recipe books all help your child to read.

### **Be confident in your child's abilities and praise them for their achievements.**

Be patient. Every child learns at a different rate. Encourage your child to always do their best work.

### **Help your child develop good reading habits.**

If they go through stages of reading literature of limited merit, do not panic. It is natural that reading progress goes through stages and forcing pace will not necessarily enhance progress.

### **Engage your child in conversation.**

Ask them to talk about what they have been learning at school. Ask them to explain what they have learnt and how they can use the ideas.

### **Watch TV News or listen to radio news if possible.**

Watch some documentaries which are suitable for Stage 2 and ask questions such as:

- Why do you think so?
- What would happen if...?
- What reasons do you have?
- Why do you think he/she acted like that?

### **Provide opportunities for your child to investigate mathematical ideas.**

Some examples include estimating; probability; 2D and 3D shapes, length, time, volume, mass

### **Show your child the mathematics is all around us, such as money, maps, patterns and time.**

Show them the mathematics that people use everyday- for example in an Australian Rules football game you need to count in sixes for goals and ones for behinds, measuring ingredients in the kitchen or using a timer.