

Welcome to Yiaga

Yiaga means 'Discovery'



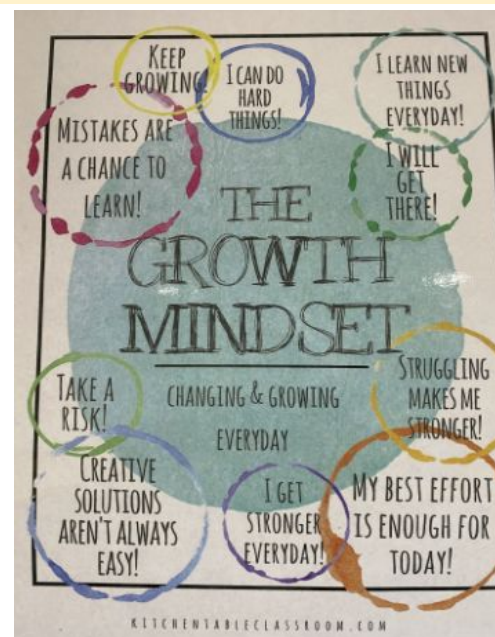
Yiaga Community Newsletter Term 1

Welcome to Term 1 in Yiaga, year 4. This year the Yiaga team consists of Jessica Hattie, Rob Pain, Malinda Bogdanovski and Alexandra Harriman. We are all so proud of the way our Yiaga learners have settled in to 2021 and we can't wait to see them achieve their learning goals this year.

We have started off this term by looking at our school behaviours of Being Respectful, Being Safe and Being our Best. We have also been looking at the new HHPs Learning Dispositions which are:

- Determined
- Brave
- Curious
- Self aware
- Reflect
- Problem solve
- Collaborate

These dispositions will run parallel through all our learning programmes and will assist the learners to connect to and approach their learning. We look forward to seeing what our Yiaga learners achieve this term!





Reading in Yiaga:

In reading this Term, Yiaga students have been focusing on being self aware readers. This means they have the ability to understand what books to choose for themselves and finding books that are 'Just Right' for them. We have been working on finding texts that are not too easy or too hard. In our reading groups, students have also been developing their goals for reading with their teachers and building their reading stamina during independent reading time. It has been great to see Yiaga learners developing reader's notebook skills after independent reading by tracking their reading each and every day.

Some ideas and suggestions to encourage Reading at home:

Take Home Reading has commenced for all Yiaga learners. Here are a few questions that you can ask our learners before or after they have read their take home reader to check their understanding of the text:

Fiction text:

1. What can you predict will happen based off of the character's traits that the author has provided or ones you have inferred?
2. Does something in this book remind you of something in your life? How does that help you understand the character or their actions?
3. What are the important events, problems, and solutions that happened in the story and how did they affect the ending?

Non-fiction:

1. What predictions can you make based on what you already know about the topic and the type of text?
2. What information can be found in the illustrations or other graphics to support your understanding of the text?
3. What are the important ideas or events in the text? How are they related?

We look forward to growing as readers and learning to love books.

Writing in Yiaga

This Term we have been focussing on creating narratives during our writing sessions. Our Yiaga learners have been working through a five step writing process that includes the following stages: pre-writing, drafting, revising, editing and publishing. We have been working hard during the prewriting stage on generating ideas and have enjoyed collaborating with each other to build even more ideas for writing. One of the ways our learners have generated ideas for writing was by finding objects in our community for a partner and then using these objects as inspiration to write a story. The stories produced were hilarious and imaginative. Our Yiaga learners have also worked on creating plans to suit individual learning needs with some learners choosing to sketch out a plan and others choosing to record their ideas in a visual planner. In these plans, we have been working on generating ideas for characters, settings, problems and solutions. We look forward to continuing to grow as writers and work on our revising, editing and publishing. We are beyond amazed and inspired by the writing so far in Yiaga. It has been a fun and exciting learning experience with all our learners showing KAIZEN every day.

Some ideas and suggestions to encourage Writing at home:

1. Create shopping lists together to continue promoting real world writing experiences.
2. Begin a journal at home documenting what has happened in the day or using it to record the things you are grateful for.
3. Ask about what your HHPS learner has discovered in writing for the day.
4. Talk about new words that you have heard throughout the day and use them in a short story.
5. Write each other letters that you can respond to weekly



Numeracy in Yiaga

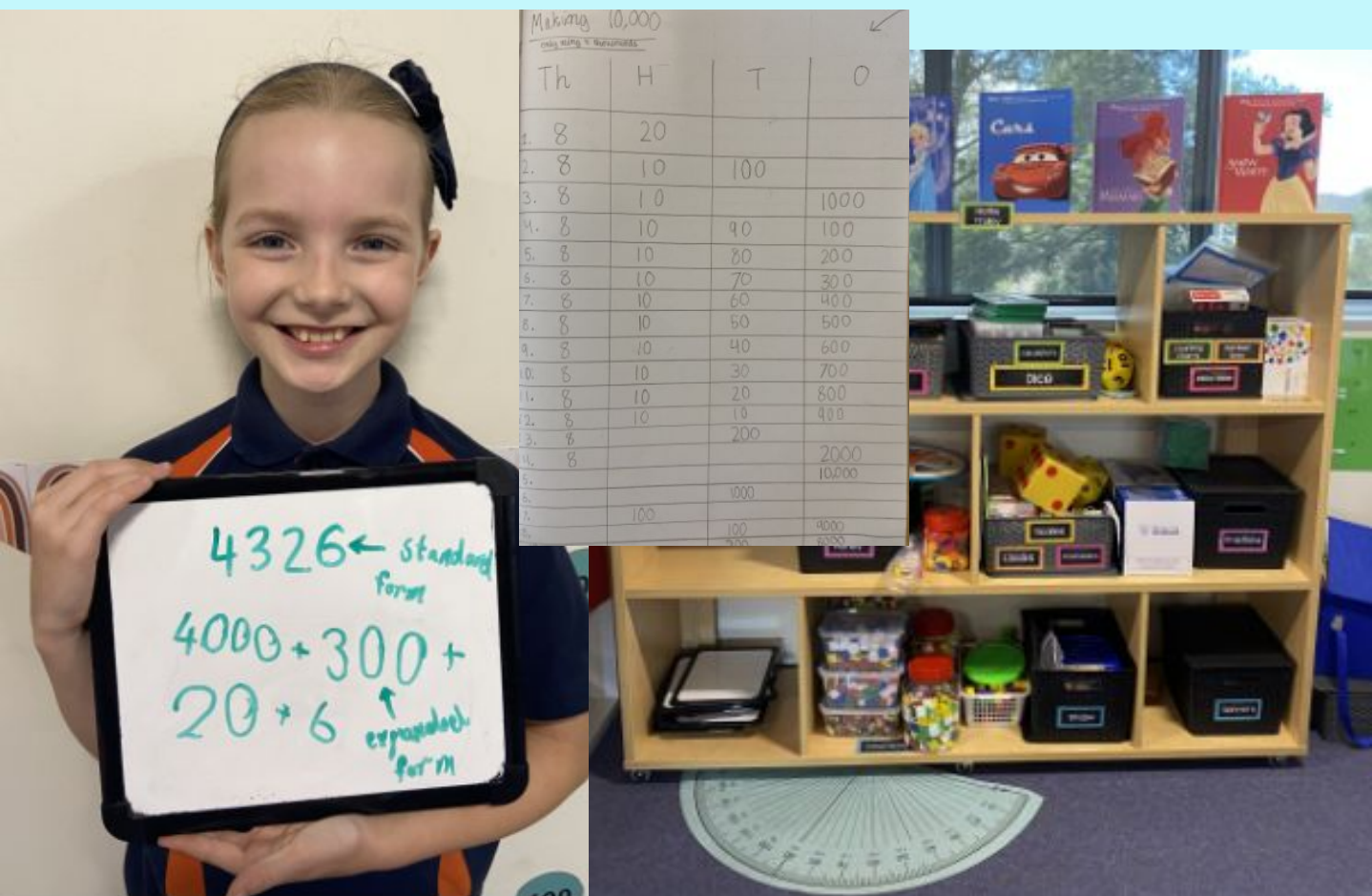
In Numeracy this Term, we have been exploring Place Value. We began by representing numbers in multiple ways and identifying the value of particular digits in numbers, e.g, the value of the underlined digit in the number 1346 is 300. We practised converting from expanded form to standard form and vice versa as you can see a picture of one of our Yiaga learners doing below. Learners were also introduced to renaming; defining the same number with a different number of thousands, hundreds, tens and ones without changing the value, e.g, 252 ones can be renamed as 2 hundreds and 52 ones or 25 tens and 2 ones. In Weeks 6, we will be working on ordering numbers and explain why we have placed numbers in a particular position of a number line.

Some ideas and suggestions to encourage Numeracy at home:

Here is a list of vocabulary we will discuss throughout this unit which you may want to review with your child at home:
expanded form, renaming, digit, rounding, ordering numbers, thousands, hundreds, tens, ones.

Some learners have also been discussing the following language; factors, multiples, highest common multiple (HCM), lowest common multiple (LCM) and highest common factor (HCF).

This term we will also be covering, 2D and 3D shape, patterns and counting goals.





Personal and Social Learning/SWPB

During Personal and Social learning (formerly referred to as School Wide Positive Behaviour) we have been focussing on building social skills that support us in the classroom. During these sessions we have been working on developing positive friendships and collaborating to encourage cooperation as a community. Learners enjoyed working in teams to create their own video to teach younger students all about the five Harvest Home Primary School Principles; Legacy, Better People = Harvest Home people, Pressure- Embrace Expectations, Pride of Place and KAIZEN.



Since we use our devices frequently, we have been discovering how to stay safe online and how it is our responsibility to show the same respect to people both on and offline. We have also been discovering how to stay safe online and keeping our personal details private. Learners have signed a 'Device Expectations' document, agreeing to take care of their devices and show the school values when using ICT. We will continue to develop these skills as we utilise technology to support our learning in the coming terms.



Year 4 Home Learning Expectations

In year 4, it is recommended that learners read for a minimum of 30 minutes per day. Learners are expected to read their take home book on a daily basis (or a Just Right Book agreed upon with their teacher) and return it when finished in their HHPS Reading Satchel. Learners will also be bringing home their reading diaries which they will need to record how long they have read for and how many pages they have read. Parents must also sign this each night.

When appropriate, your child's numeracy teacher may also send home resource sheets for practising counting goals and/or consolidate learning from that week.

There are also a number of online platforms that our learners can continue their learning at home on. These include:

- Sunshine Online
- Reading Eggs
 - Mathletics
 - Rediwriter

The passwords for these have already been sent out via email, please contact your child's home group teacher if you need help finding these. Below are the links to access these platforms.

Reading Eggs- www.readingeggs.com.au

Sunshine Online- <https://www.sunshineonline.com.au>

Mathletics- www.mathletics.com.au

Rediwriter- <https://login.readiwriter.com/>

Reminders

BYOD

At HHPS we have a BYOD program and it is essential that our students are bringing their devices fully charged and that they have them everyday.



Fruit Break

HHPS have introduced an allocated time where students can eat their fruit. Please ensure that your child has at least 1 piece of fruit or vegetable in their lunchbox. Please pack a spoon for snack and lunch times if this is needed.



Absences

If for any reason your child is absent from school, you can explain the absence on Compass or make contact with the school office on 8468 9000.



Yiaga's Specialist Timetable

Tuesday		
Home Group	9-9:50	9:50-10:40
4A (Jess)	Science	Spanish
4B (Rob)	Spanish	Physical Education
4C (Malinda)	Physical Education	S.T.E.A.M
4D (Alex)	S.T.E.A.M	Science

Wednesday		
Home Group	1:30-2:20	2:20-3:10
4A (Jess)	Physical Education	S.T.E.A.M
4B (Rob)	S.T.E.A.M	Science
4C (Malinda)	Science	Spanish
4D (Alex)	Spanish	Physical Education

If you have any questions please email your child's teachers or call the office to make an appointment to speak with a teacher.

Thank you, Jess, Rob, Malinda and Alex



HARVEST HOME
PRIMARY SCHOOL



HARVEST HOME
PRIMARY SCHOOL

DULAP COMMUNITY

TERM ONE NEWSLETTER

KEY DATES

8TH MARCH

Labour Day Public
Holiday

9TH MARCH

School Photos

11TH MARCH

HHPS Community (TBC)
BBQ 3.30pm – 5pm

19TH MARCH

Harmony Day

1ST APRIL

Last day of Term 1 –
Early Finish

19TH APRIL

First day of Term 2

Hello Year 4, Dulap Families,

It has been a fantastic start to the year. All students have settled in extremely well and we're excited about all the teaching and learning that is to come.

We commenced the year by reviewing our school behaviours of *Being Respectful*, *Being Safe* and *Being Your Best*. Students have been busy earning 'Hero Stamps' for showing these behaviours inside, and 'Hero Cards' when showing these behaviours outside.

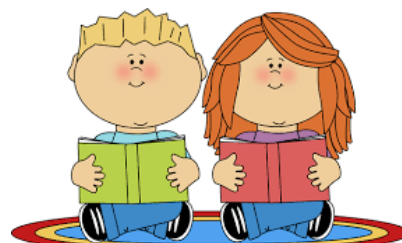
READING

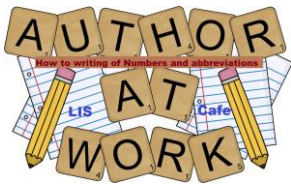
To commence the Term 1 Reading program, students have settled into the expectations and routines during each session.

Throughout the Reading 'Start up Program', there was a focus on the students selecting a 'Just Right Book'. This meaning that the book they selected was easy enough to read independently, in addition to being the best challenge. Students learnt about the HHPS Reading Instructional Model and were guided on what the Reading session would look like.

Students, at the conclusion of the reading 'Start Up Program', are given the tools to build on their reading stamina, set ongoing goals and continue to develop comprehension skills.

During Independent Reading, students use their Reader's Notebook to complete short tasks related to the Learning Intention and Success Criteria of the lesson. They then participate in the 'Catch', where they reflect on the focus of the lesson and share how they have been successful. Students also keep a record of their reading through the 'Independent Reading Log'. Through this, students also identify the genre of the text, and whether the text was just right, challenging, or easy.





WRITING

This term, students are creating Narratives, which is one of the most common text types that they may read. To support students, we will be using lots of mentor texts when revising specific writing skills. Students also will be encouraged to identify and use a strong word choice, interesting story starters and descriptive phrases to ensure they captivate their audience. Since commencing this unit, students have enjoyed forming a variety of settings, whilst developing unique characters.

Students will also continue to further develop and extend the following skills on a daily basis:

- Handwriting (working towards a pen licence)
- Spelling and Grammar
- Punctuation
- Editing and Revising.



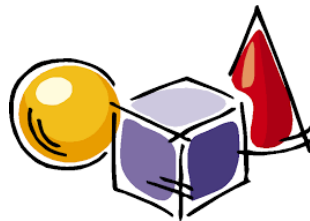
NUMERACY

This year, students will continue to be involved in our 'Challenge Monday' sessions where they will be required to problem solve, and work through a variety of strategies to complete a challenging task. Students will also engage in a variety of purposeful lessons throughout various Numeracy Topics, the focus for this term is the following:

Number and Algebra

Place Value

- Reading and recording numbers
- Odd and even numbers
- Partitioning
- Comparing and ordering.

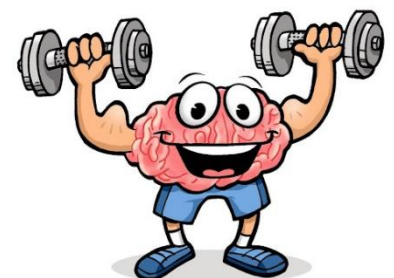
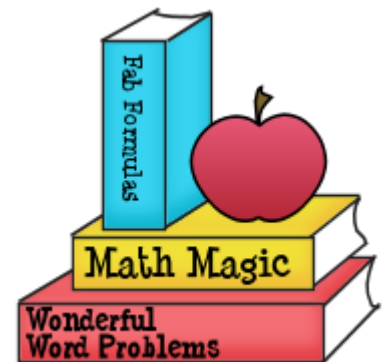


Patterns & functions

- Equivalent number sentences
- Exploring number patterns
- Number sequences.

Measurement & Geometry – 2D and 3D Shapes

- Features, e.g. faces, vertices and edges
- Regular and irregular shapes
- Composite shapes
- Area of shapes.





PERSONAL & SOCIAL LEARNING

To begin the Term, students have been engaging in a variety of activities involving collaboration. These activities promoted team building behaviours, where students needed to work together to share and communicate thoughts and ideas. Through these experiences, students have also been learning about and developing the following skills:

- Problem Solving
- Active listening
- Self-awareness
- Communication.

Students will continue to build on and explore these skills throughout the Term.



CYBER SAFETY

This Term students are learning about on Cyber Safety, where they will be exploring how to be safe online both at home and at school. They will also learn about ways that they can communicate respectfully through the different educational apps and programs. Students will be participating in weekly tasks that involve them practising these skills through role plays, group work and individual tasks, where they will be able to share ideas and learn alongside each other.

As outlined in the ICT agreement that all families have signed, iPads are to be used sensibly, brought to school fully charged every day, and only used during class time when instructed by their teachers.

eSafety website: If you choose, the link below provides 7 tips for parents around managing screen time.

https://www.esafety.gov.au/sites/default/files/2019-06/EC-ESP-screen-time-tips-flyer_0.pdf



HOME LEARNING



This week, all students were provided with daily opportunities to bring home a take home reader, following the school 'Show and Swap' process. Students are expected to read a book on a daily basis, for the recommended time of 30 minutes. Listening to your child read aloud is a valuable experience for families and your child as students can continue to celebrate their reading progress with you. After reading, you may like to ask your child a series of questions about the text, this ensures they understand what they read.

Once your child has read their book, it must be recorded in their orange student diary. Just a friendly reminder, all students at HHPS are required to have a reading satchel in order to borrow a book.

This year you may notice a difference in the books that your child is bringing home. The texts sent home are based on your child's Independent Reading level, which means they should be able to read, discuss and comprehend the content within the text without too much assistance.

In addition, as HHPS is a 21st Century learning school, all students have access to some exciting online programs that provide additional learning opportunities. Please note these passwords were sent to parent emails on February 16th.

Reading Eggs: <https://readingeggs.com.au/>

Sunshine Online: <https://library.sunshineonline.com.au/login/student>

Mathletics: <https://login.mathletics.com/>

ReadiWriter: <https://login.readiwriter.com/>



If you require any further clarification around the expectations of home learning, please contact your child's home group teacher.



REMINDERS



Brain Food: Students are provided with a Brain Food (fruits and vegetables) break during our morning session.

Sun Smart: Hats must now be worn for the entire duration of Term 1 and Term 4.

Compass: Please ensure to regularly check compass for updates, reminders and much more.

Absence: If your child is absent from school, you can explain the absence on Compass or call the office on 8468 9000.

If you have any questions or concerns, please don't hesitate to contact a Community Teacher via Compass.

THANK YOU,

TANYEL, BELLA AND RENATA (DULAP COMMUNITY TEACHERS)

STUDENTS IN ACTION!

