



HARVEST HOME  
PRIMARY SCHOOL

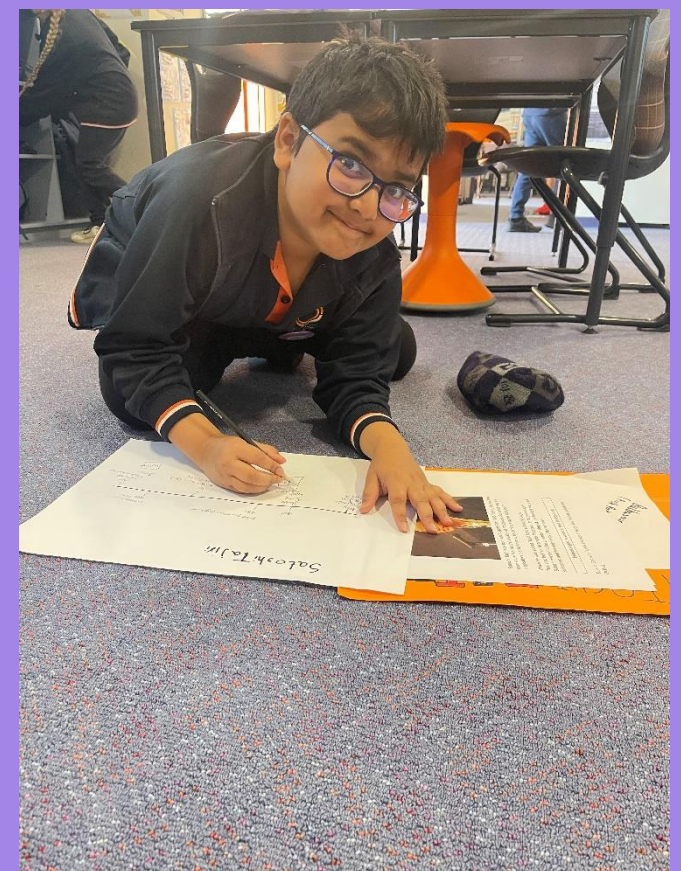
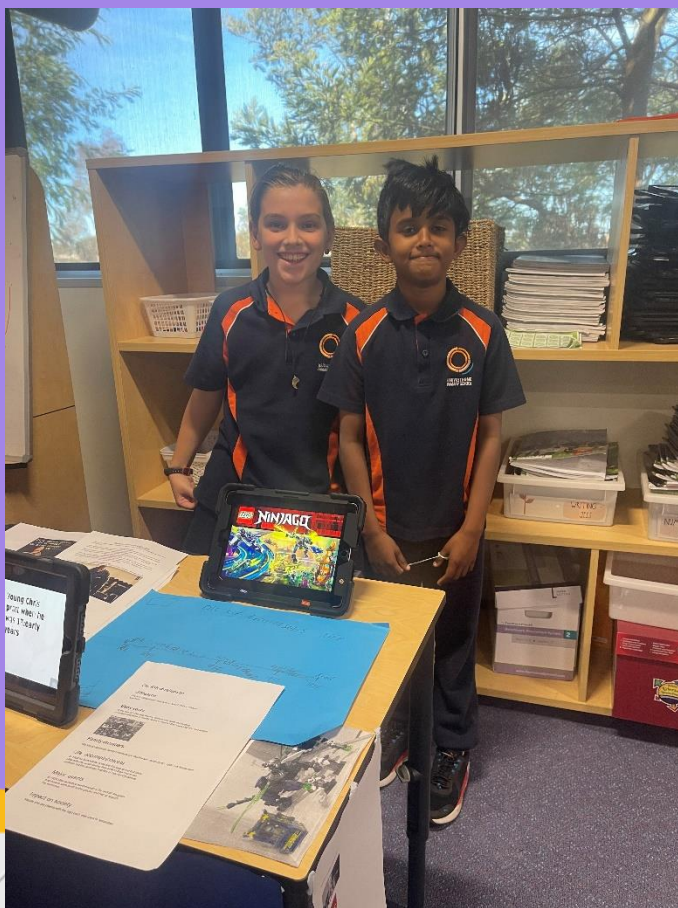
# WOMINJEKA!

# Welcome Back!

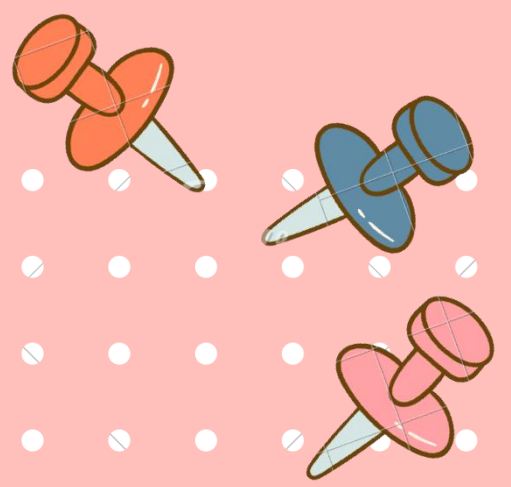
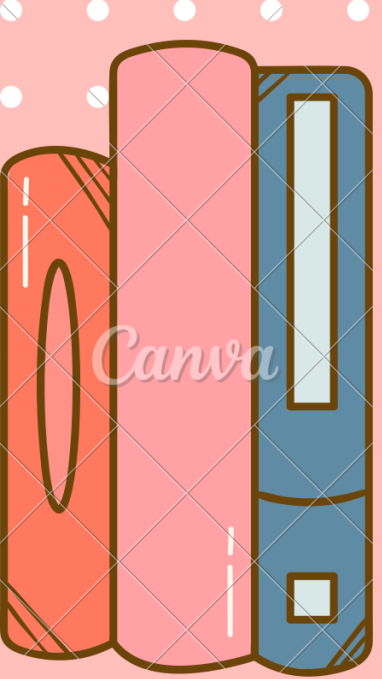
Hello Yiaga families and welcome to Term 4!

We hope you enjoyed visiting our Writing Showcase last Term. Our students had a wonderful afternoon and really enjoyed sharing their incredible presentations to you.

The Yiaga Community are looking forward to another Term of engaging learning.







# Reading

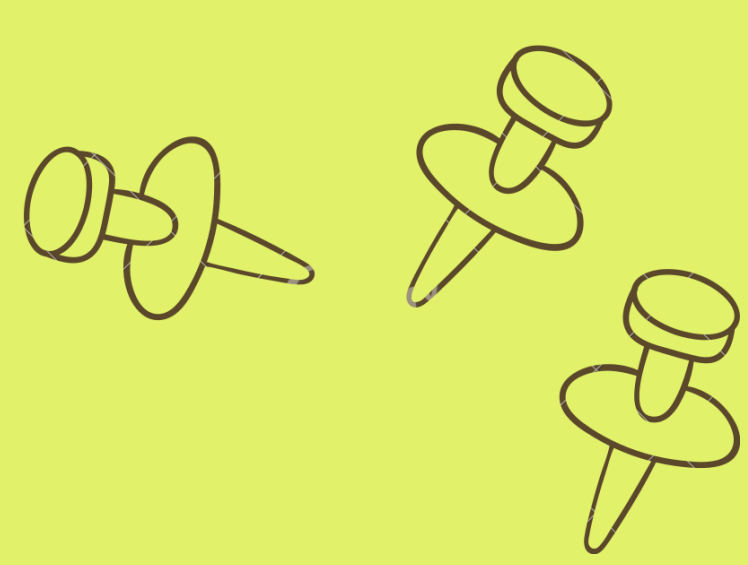
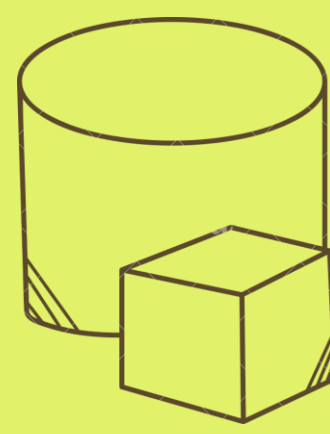
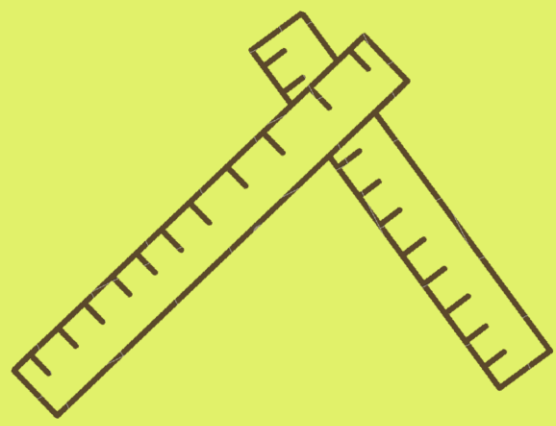
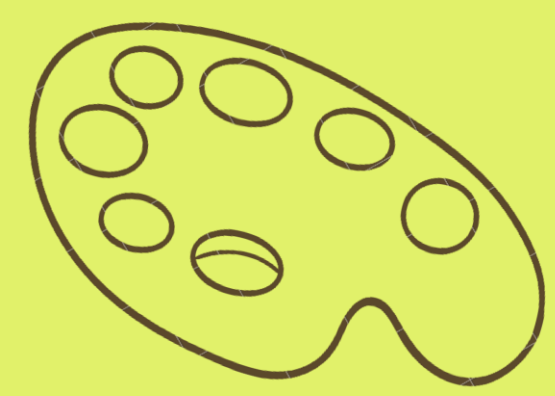
In Term 4, students will continue to focus on a variety of strategies to help them understand the meaning of both fiction and nonfiction texts. We will focus on this by reading texts in a variety of ways including texts from our classroom libraries and online. As we work our way towards the end of the grade 4, students will continue to develop their inferential skills showing a variety of strategies to ‘make meaning’ with their texts. They will develop strategies that allow them to make connections between texts and transfer their knowledge between different reading contexts. Students will continue to engage in small group discussions during Guided Reading sessions, where lessons are planned specifically to target each child’s learning goals. Some things we focus on during Guided Reading include: Making predictions, summarising, finding information within a text, identifying character traits and inferring. These strategies can also be practised at home during ‘Take Home Reading.’

During ‘Take Home Reading’ you might ask your children some of these questions:

- . Does this book remind you of something in your life? How does that help you to understand the character or their actions?
- . What are some important events in the story that you can relate to? How did these events impact the ending of the story?
- . Were there any facts in the text that confirmed, challenged or changed your thinking?

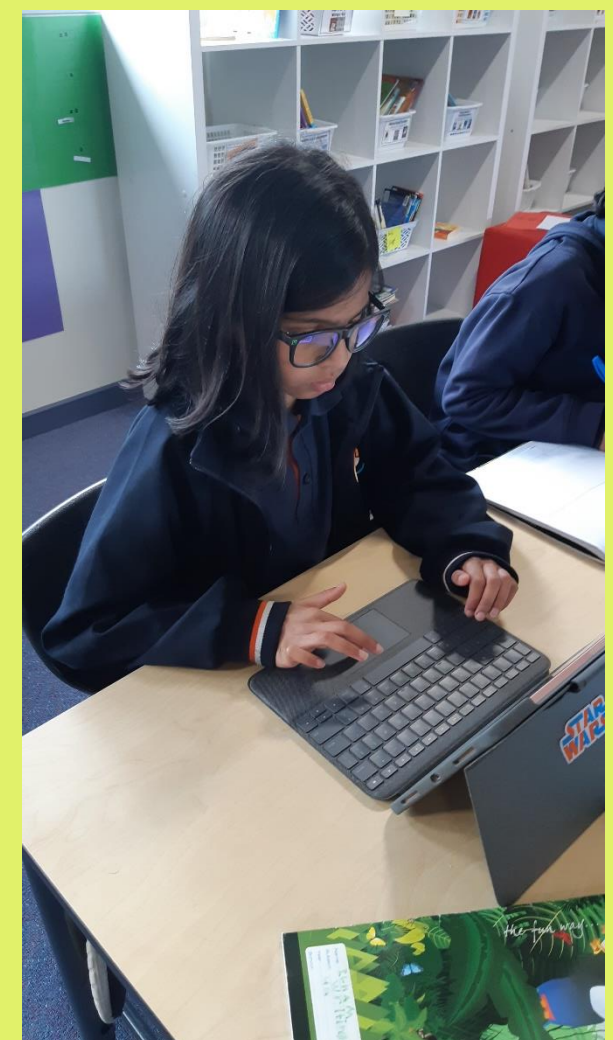
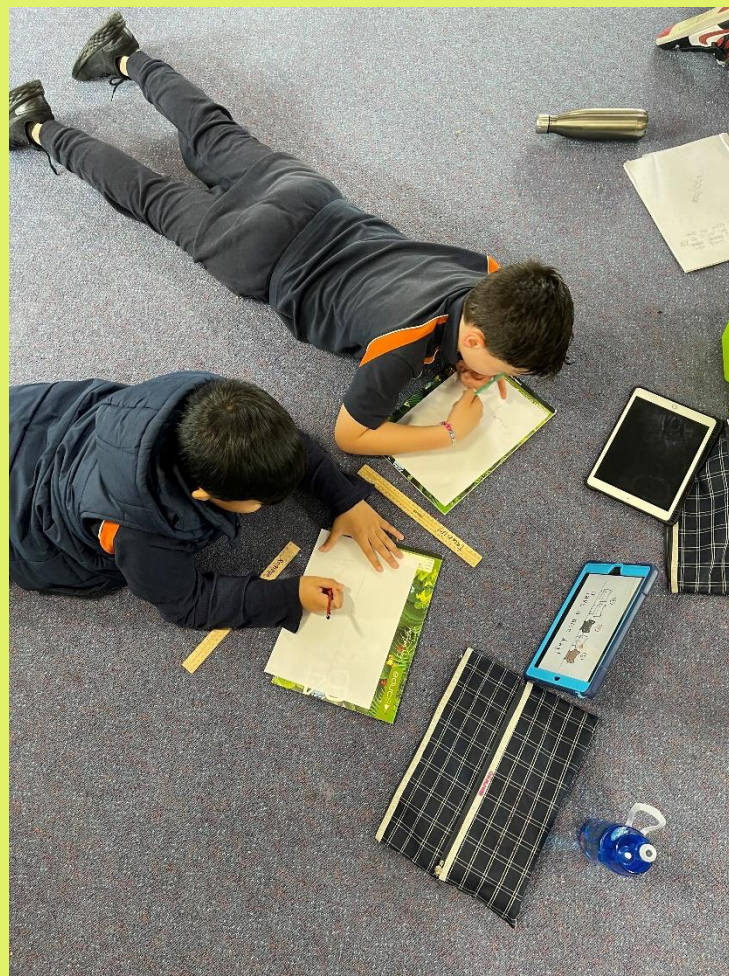






# Writing

During Writing in Term 4, students will be focusing on Poetry, Information Reports and Persuasive texts. Within poetry, the students had a focus on Cinquain, Haiku and Concrete poems. The students produced wonderful poetry and proved how much their word choice and vocabulary is developing. Information reports will also be covered this Term, where the focus will be organisation of information and sentence structure. The students will be focusing their Information Reports on animals and countries. Students will have the opportunity to write an Information Report after our visit to the Zoo in Week 5, which is very exciting! We will finish off the term with Persuasive Writing, which will be a wonderful opportunity for students to continue to use a variety of Persuasive Devices! We cannot wait to see the amazing work the Year 4's produce during Writing!





# NUMERACY

This Term, students in Year 4 will complete Numeracy learning across all three strands of the Curriculum.

Within the *Number and Algebra* strand, students will learn about:

- . Fractions and decimals: continuing fraction number sequences and understanding the place value system when looking at decimals.

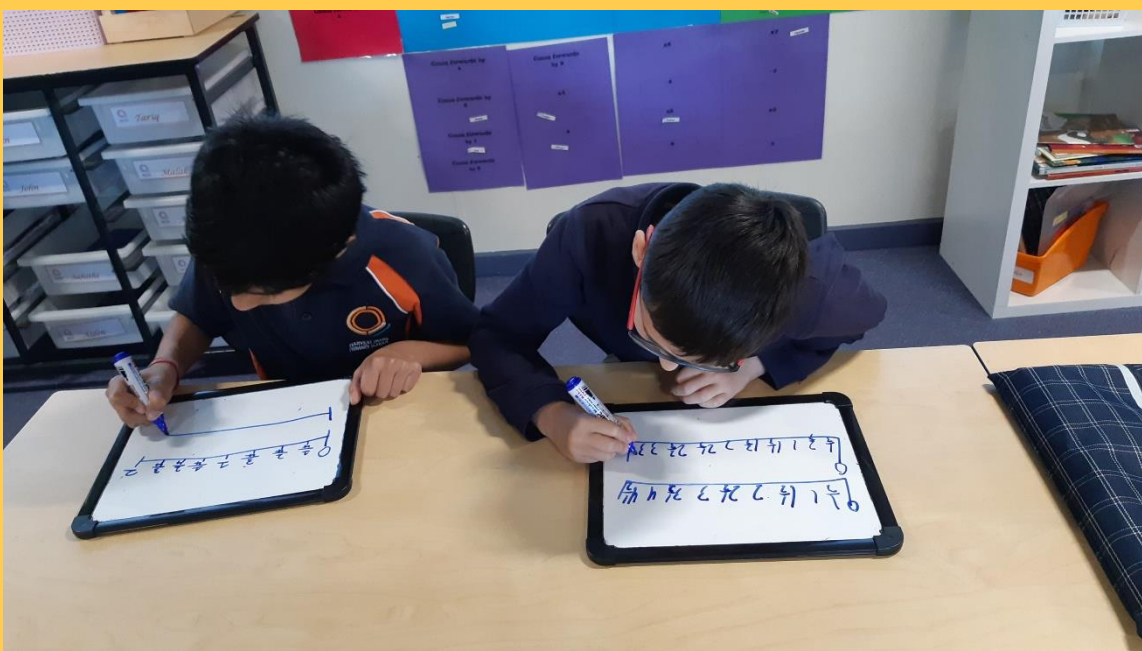
Within the *Measurement and Geometry* strand, students will learn about:

- . Angles: identifying and comparing angles, as well as using protractors to measure various angles.
- . Mass and Capacity: using scaled instruments to measure the mass and capacity of varying objects.

Within the *Statistics and Probability* strand, students will learn about:

- . Data: collecting and recording data and being able to represent this information into tables, charts and graphs.

Throughout all Numeracy learning experiences, students will be encouraged to develop skills in the four proficiencies of Numeracy - Reasoning, Problem Solving, Understanding and Fluency.





# Challenge Based Learning

During Challenge Based Learning in Term 4, students are learning about countries, in particular Australia's neighboring countries, and their understanding of place through examining the major characteristics of Australia. Our students will use the geographic concepts of environment and space to examine the similarities and differences between places, in terms of the climate and different geographical landmarks.

Students will learn that sustainability is an ongoing issue of the environment that is necessary to sustain human life and wellbeing. They develop their understanding of the concept by exploring some of the other function of the environment that support their lives and the lives of other living things.



## PERSONAL AND SOCIAL LEARNING

Later this term, Years 3 and 4 will explore Topic 7 of the Resilience, Rights and Respectful Relationships learning resource. The main themes explored in Topic 7 - Gender and Identity are:

- Identity - Who Am I? Who can I be? Who am I becoming?
- Gender norms - What influences on behaviour come from social and cultural standards, stereotypes, traditions, role models, media
- Human rights - What is fair? What is respectful?
- Diversity & inclusion - How to respect & include despite diversity & difference.

This unit is research based and developed by experts in education and wellbeing, aligned with the Victorian Curriculum. All lessons consider age-appropriate content and language. You can find out more by following this link:

<https://www.vic.gov.au/respectful-relationships>

If you have any questions related to your child's participation, please get in touch with their homegroup teacher.



# Home learning expectations

In Year 4, it is recommended that students try to work towards at least 30 minutes of reading per day. Students will be given the opportunity to borrow a take home book each Monday, swap it for a new book on Wednesday, and return their book on Friday. Students should read their take home book (or another Just Right text) each day and record the book they read, how long they read for and how many pages they read in their diary.

When appropriate, your child's teachers may send home worksheets for your child to practice or consolidate skills we have been working on at school.

Yiaga students can also practice a range of skills on a number of online platforms which they have access to. The reading apps will be particularly useful on weekends when students do not have access to a take home book. The apps are:

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

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

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

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

Students passwords will be available in their diaries.

Students will have access to the 'At Home Learning Module' via their Google Classroom, which is on the topic of 'Money' and 'Fractions'. They are expected to complete this during their own time and submit once they have finished, ready for their teachers to assess.







# Reminders

HHPS has a Bring Your Own Device program for students in years 3–6. Yiaga students need to bring their device to school every day, fully charged and in its protective case. Students will be responsible for looking after their own device during the school day.

Every morning, students at HHPS have a short fruit break between 10-10.30am to support their brain function throughout the morning. Please make sure your child has a piece of fruit (or vegetable) to snack on at this time each morning, as well as their lunch and snack for later in the day.

HHPS is a Sun Smart school. During Term 4, all students are required to wear a school hat when outside at recess, lunch and for community activities. Please ensure that your child packs their school hat each day.

If your child is absent from school, please ensure that you explain the absence by logging it on Compass or calling the school office on 8468 9000.

# Killara Term 4 Community Newsletter

## Key Dates

**31<sup>st</sup> October**  
Curriculum Day

**1<sup>st</sup> November**  
Melbourne Cup  
Public Holiday

**2<sup>nd</sup> November**  
Zoo Excursion

**22<sup>nd</sup> November**  
Kaboom Sports

**13<sup>th</sup> December**  
Step Up  
Morning

**20<sup>th</sup> December**  
Last day of  
Term 4 – Early  
Finish at 1pm



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## Reading

In Term 4, students will continue to focus on a variety of strategies to help them understand the meaning of both fiction and nonfiction texts. We will focus on this by reading various texts from our classroom libraries and online.

As we work our way towards the end of the grade 4, students will continue to develop their inferential skills showing a variety of strategies to 'make meaning' with their texts. They will develop strategies that allow them to make connections between texts and transfer their knowledge between different reading contexts.

Students will continue to engage in small group discussions during Guided Reading sessions, where lessons are planned specifically to target each child's learning goals.

Some things we focus on during Guided Reading include summarising, identifying the author's message, analysing text features, identifying character traits, and inferring. These strategies can also be practised at home during 'Take Home Reading.'





# Writing

During Writing in Term 4, students have focused on Poetry and will be focusing on Information Reports and Persuasive texts. Within Poetry, the students explored Cinquain, Haiku and Concrete poems, where they produced wonderful poetry based on their ideas of the things they love in their lives. They were able to show how they purposefully choose vocabulary to express different emotions and thoughts.

Throughout Information Reports, we will have a strong emphasis on organisation, sentence fluency and word choice. The students will be focusing their Reports on animals, Australia's neighboring countries, and the countries of Africa and South America. Students will use newly learnt information and research after our visit to the Melbourne Zoo in Week 5, to assist them with the creation of their Information Report on a chosen animal.


We will finish off the Term with Persuasive Writing, which will be a wonderful opportunity for students to revisit and continue to develop their use of Persuasive Devices. We cannot wait to see the amazing work Killara produce during Writing!



# Numeracy

Students will continue to complete Numeracy learning across all three strands of the Curriculum:

## Number & Algebra



### *FRACTIONS & DECIMALS*

- Placing fractions on a number line
- Continue number sequences by counting by quarters, halves and thirds
- Convert improper fractions to mixed numerals
- Make connections between fractions and decimals.

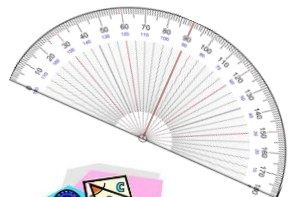
## Statistics & Probability

### *DATA*

- *Data collection and graphing.*



## Measurement & Geometry



### *ANGLES*

- Comparing and classifying angles
- Measuring angles using protractors.

### *MASS & CAPACITY*

- Using formal units to measure and compare.

### *2D SHAPES*

- Compare and describe 2D shapes that result from splitting and combining common shapes.



# Challenge Based Learning



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## Personal & Social

Later this Term, Years 3 and 4 will explore Topic 7 of the Resilience, Rights and Respectful Relationships learning resource. The main themes explored in Topic 7 – Gender and Identity are:

- Identity - Who Am I? Who can I be? Who am I becoming?
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If you have any questions related to your child's participation, please get in touch with their homegroup teacher.

## Take Home Learning



Google Classroom

Students are continuing their Take Home Learning process following the school 'Show and Swap' process. Students are expected to read daily, 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.

Students will have access to the 'At Home Learning Module' via their Google Classroom, which is on the topic of 'Fractions and Money'. They are expected to complete this during their own time and submit it once they have finished, ready for their teachers to assess.





# Reminders



**Melbourne Zoo Excursion:** Please see Compass for details about our Zoo Excursion on November the 2<sup>nd</sup>.

**ICT:** 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.

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

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

**Hats:** We are now in a Sun Smart Term; students are now required to wear their hats for outdoor play.

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

Thank you,  
Tanyel, Emily, Rob & Lisa

