

# TERM 1 OVERVIEW

## Garawang (YEAR 4)

Welcome to term 1 of Year 4 for 2025! This overview is designed to outline what our classes will be engaged in this term.

**Year 4 Teachers:** Sheridan Brill, Shane Fajardo and Annette Pass

**Specialist Teacher/s:** Kristie Davies (Library), Chrystel Wille (French) and Sarah Buckley (Visual Art)

**School leader for Year 4:** Vidhya Saravanan (week 1 to week 4, Term 1)

### GENERAL INFORMATION

- ❖ Drop off should not be before 8.45am as supervision is limited up until that time as teachers and learning support staff get ready for the day.
- ❖ If you arrive before 8.45am, you will need to wait with your parents/carers (juniors) or sit down in the senior courtyard (seniors).
- ❖ If you arrive later than 9.10am, you will need to sign your child in at the front office.
- ❖ Our 'Kiss and Drop' on Sherbrooke St operates for all students from 8.40–9.00am and from 3.00pm for dropping students to school and picking them up in the afternoon. Students in kindergarten to year 2 are assisted to get to their drop-off point in the morning and to 'Kiss and Drop' in the afternoon.
- ❖ Please do not drop students, without getting out of your car, at other areas of the school, particularly along Sherbrooke St. We understand that students may have to walk slightly further from the 'Kiss and Drop' area, but dropping them in other locations causes congestion for families who need to have the adult assistance getting out of the car and can cause safety issues with families walking and riding to school.
- ❖ Our break times will be:
  - ❖ In-class eating time - 10:50am - 11:00am
  - ❖ Break 1 - 11:00am - 11:45am
  - ❖ In-class eating time - 1:05pm - 1:15pm
  - ❖ Break 2 - 1:15pm - 1:45pm
- ❖ Please ensure that your child brings the following **labelled** items to school each day:
  - ❖ A sun smart hat
  - ❖ A drink bottle
  - ❖ Sensible enclosed shoes for sport/P.E

## MONDAY MORNING YARN UP

Every Monday, we have our whole school Yarn Up to start the week. All classes from Kinder to Year 6 will need to line up behind their class name in the senior courtyard after the bell. Monday Morning Yarn Up involves the school sharing messages about lunchtime clubs, any upcoming events or other activities for the school and will be led by the year 6 Student Leaders (from later this term). It is also a lovely chance for us to acknowledge students and staff and hand out certificates or ribbons from whole school events.

Students in Kindergarten to Year 2 should not go to the junior playground on Monday mornings but should head to the senior courtyard. Teachers from the junior school have practised with the students where they go and will be there to greet them on Monday mornings when the bell rings. We will also assist anyone who uses the Kiss and Drop area, or who catches a bus.

All students in K-6 can be dropped off to the senior courtyard from 8.45am and can place their bags behind the sign for their class. They can then play in the courtyard until the bell goes. When the bell goes, all students then sit in their lines and wait for the Yarn Up to start.

All classes then head off for their learning for the day from morning lines.

## COMMUNICATION

We would like to support families by reminding you about the best ways to communicate with us. Please read below to see the different reasons you may have for contacting the school and the processes you use for each situation. Just a reminder that messaging on Class Dojo is no longer being used here at North Ainslie Primary School.

This week you will receive a fridge magnet with the best contacts as a quick and easy reference.

We update families on what is happening at our school in a number of ways from information nights, emails, notes, newsletters, and Dojo. We encourage you to stay in touch with what is happening in our school through these channels.

Remember that our front office is a vital part of our communication strategy and is often a great first port of call. They can be contacted:

- ❖ by phone on 61420760 or
- ❖ via an email to [admin@nthainslieps.act.edu.au](mailto:admin@nthainslieps.act.edu.au)

By using these processes, you also ensure the right information is getting to the right staff member in the most timely and efficient manner.

### *Staff responding to communication*

Communication with parents and carers is important to us and our staff will always work to get back to your enquiries within a reasonable timeframe. We aim to do this within three working days. There is no expectation that teachers respond to queries from families during their personal and family time. If your matter is urgent, please contact the front office rather than the classroom teacher. This will ensure we can get back to you as quickly as possible.

**COMMUNICATING WITH NAPS**

**ABSENCES**

- Use the **Parent Portal** (can be used for past, present and future absences)
- Email [absence@nthainslieps.act.edu.au](mailto:absence@nthainslieps.act.edu.au)
- Respond to the **SMS** from the school

**APPOINTMENTS AND EARLY PICKUPS**

- Please email the front office using the absence email address: [absence@nthainslieps.act.edu.au](mailto:absence@nthainslieps.act.edu.au)
- They will then communicate with their class teacher
- For an unexpected pickup, please phone the front office on **61420760**

**STUDENT SPECIFIC INFORMATION**

- For any information regarding your child, please contact their class teacher via email [first.name.surname@ed.act.edu.au](mailto:first.name.surname@ed.act.edu.au)

**FOR ALL OTHER ENQUIRIES OR CONCERNS**

Please contact the front office via phone or the admin email address (please do not use the absence email):

- Phone: **61420760**
- Email: [admin@nthainslieps.act.edu.au](mailto:admin@nthainslieps.act.edu.au)

## STAYING HOME IF UNWELL

We remind families that if your child becomes unwell to please not send them to school until their symptoms have resolved.

Unfortunately, short-term staff absences due to illness can have an impact on the way we run our schools – and in some cases schools may need to temporarily adjust the delivery of programs in order to manage. This may include minor adjustments to school timetables, split classes, a reduction in extracurricular activities, camps and excursions, or periods of larger group or supervised independent learning. Teachers may use online educational resources as part of their teaching at school.

These temporary adjustments support schools to ensure student learning is not impacted, and if any changes are made we will keep you updated.

## TERM 1 LEARNING FOCUSES

Below is a brief overview of our learning focuses for Term 1.

### English Focuses

- ❖ **Reading** - Students will be engaged in class novel study to learn and practice a range of comprehension strategies. They will be reading independently to build and strengthen their reading stamina. Students will have opportunities to read aloud and read with their partner and teacher to practise fluency and expression.
- ❖ **Writing & Spelling** - Students will take part in explicit teaching opportunities to learn grammar, spelling (knowledge of letter patterns including double letters, spelling generalisations, morphemic word families, common prefixes) and structural features of various text types through modelled, shared and independent writing. They practise them through quick writes and writing for specific purposes across a range of learning contexts. Ongoing opportunities to recraft, edit, publish and share writing with an audience are integral features of the writing program.
- ❖ **Viewing** - Students will have regular opportunities to listen to educational videos from various trusted websites to gather information about different topics across all subject areas.
- ❖ **Speaking & Listening** - Students will participate in small group and whole class discussions, receiving and giving feedback to their peers. They read and analyse different types of texts and provide verbal responses. Students will have opportunities to listen to educational podcasts to know the local, national and global news.

### Math Focuses

- ❖ **Number and Algebra** - Students will further build their understanding of place value when solving problems across a range of contexts. They will use the properties of odd and even numbers to check the reasonableness of answers. Students will be exposed to a range of written and mental computation strategies to solve problems involving addition, subtraction, multiplication and division.
- ❖ **Measurement** - Students will be differentiating between area and perimeter by their units of measurement and how they relate in real life examples.

### Unit of Inquiry

- ❖ **Who We Are (Weeks 3-10)**

**Central idea:** Beliefs and values can shape people's identity

**Concepts:** Perspective, Causation

**Lines of inquiry:**

- We all have different identities
- Identities are formed and can change
- Success and failure helps to shape identity

**Approaches to learning:** Self-Management Skills

❖ **How We Organise Ourselves (from Week 7)**

**Central idea:** Local governments help organise communities.

**Concepts:** Connection, Function

**Lines of inquiry:**

- The role of local government
- The service local governments provide.
- How community members engage with local government

**Approaches to learning:** Research Skills and Thinking Skills

### Specialist Focuses




- ❖ **French** - Students will review basic greetings including how to introduce themselves and say their age. They will be able to say how they are. Students will be able to use colours and count from 1 to 30. They will learn about where French is spoken, with a particular focus on one francophone country.
- ❖ **Art** - In art class this semester, year 4 students will be learning about the use of visual conventions, such as the use of contrast, line, shape, texture, pattern, and colour to communicate ideas. They will be experimenting with a range of two-dimensional and three-dimensional art techniques including tile design, drawing, collage and papier mâché.
- ❖ **Library** - This term in the library, students will be developing their research skills through note-taking, paraphrasing and referencing through hands-on activities. They will share their ideas, opinions and information gathered to their peers.




### TERM 1 CALENDAR




<b>Week 3</b> <i>Mon 17 - Fri 21 Feb</i>	<ul style="list-style-type: none"><li>• <b>Getting to Know You Interviews</b> (Kinder to year 6)</li></ul>
<b>Week 4</b> <i>Mon 24 - Fri 28 Feb</i>	<ul style="list-style-type: none"><li>• <b>Fire Evacuation Drill</b> (Tuesday)</li><li>• <b>Principal Coffee Chat</b> 9am (Friday)</li><li>• <b>Year 6 Hosting Assembly</b> 12:30pm (Friday)</li></ul>
<b>Week 5</b> <i>Mon 3 - Fri 7 Mar</i>	<ul style="list-style-type: none"><li>• <b>ILP Meetings</b></li></ul>
<b>Week 6</b> <i>Mon 10 - Fri 14 Mar</i>	<ul style="list-style-type: none"><li>• <b>Canberra Day Public Holiday</b> (Monday)</li><li>• <b>Active Street Community Design Consultation</b> 5:30pm (Tuesday)</li><li>• <b>NAPLAN week</b> (Year 3 and year 5) (Begins Wednesday)</li><li>• <b>Year 5 Hosting Assembly</b> 12:30pm (Friday)</li></ul>
<b>Week 7</b> <i>Mon 17 - Fri 21 Mar</i>	<ul style="list-style-type: none"><li>• <b>NAPLAN week</b> (Year 3 and year 5)</li><li>• <b>School photos</b> (Wednesday and Thursday)</li><li>• <b>Harmony Day</b> (Friday)</li></ul>

<b>Week 8</b> Mon 24 - Fri 28 Mar	<ul style="list-style-type: none"> <li>Principal Coffee Chat 9am (Friday)</li> <li>Year 4 Hosting Assembly 12:30pm (Friday)</li> </ul>
<b>Week 9</b> Mon 31 Mar - Fri 4 Apr	<ul style="list-style-type: none"> <li>Progress Interviews (Monday - Thursday)</li> <li>District Swimming Carnival (Wednesday)</li> </ul>
<b>Week 10</b> Mon 7 - Fri 11 Apr	<ul style="list-style-type: none"> <li>School Cross Country Carnival (Wednesday)</li> <li>Year 3 Hosting Assembly 12:30pm (Friday)</li> </ul>
<b>Week 1 (Term 2)</b> Mon 28 Apr - Fri 2 May	<ul style="list-style-type: none"> <li>Student-free Day (Monday)</li> </ul>

## WEEKLY TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>What a week in 4AP looks like:</b>					
	<b>Art</b> 		<b>French</b> 		
		<b>Library</b> 			

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>What a week in 4SB looks like:</b>					
	<b>Library</b> 				
		<b>Art</b> 	<b>French</b> 		

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>What a week in 4SF looks like:</b>				<b>Art</b> 	
		<b>Library</b> 			
		<b>French</b> 			

If you have any questions, please speak to your child's teacher. We look forward to a fun term of learning!

The Year 4 Team