

Term 1
2022



LOGANHOLME STATE SCHOOL

Year 4 Newsletter

Curriculum News

Welcome back to what is sure to be a wonderful year. We would like to thank you for having your child well prepared and presented for the beginning of the school year.

ENGLISH

In English, students will read and analyse traditional stories from Asia and from Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They will learn to demonstrate their understanding of the stories by identifying structural and language features, finding literal and inferred meaning and explaining the message or moral. Students will plan, create and present a traditional story which includes a moral for a younger audience.

This term students will read, listen to and view a range of text types and complexities. They will consolidate their decoding and comprehension skills while further exploring and developing their vocabulary. Students will engage in activities at both the whole class and small group level to enhance their understanding of a variety of age-appropriate texts.

MATHEMATICS

Students will investigate and use the properties of odd and even numbers. They will be exploring finding totals and change given to solve simple purchasing problems. Through our, Ninja Program, students will begin to learn their multiplication facts up to 10×10 and related division facts. They will then apply this knowledge to develop efficient mental and written strategies for larger multiplication sums. They will count by quarters halves and thirds, including with mixed numerals. Students will use simple scales, legends and directions to interpret information contained in basic maps.

SCIENCE

In this unit students will investigate life cycles and sequence key stages in the life cycles of plants and animals. They will examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. Students will identify when science is used to understand the effect of their own and others' actions. Students will identify investigable questions and make predictions based on prior knowledge. They will discuss ways to conduct investigations safely and make and record observations with accuracy. They will use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions.

HASS

This term students will be focusing on interactions between people, places and environments over time and space and the effects of these interactions. Students will gain opportunities to expand their world knowledge and learn about the significance of environments, examining how people's needs and wants of resources over time has affected people, society and their environments. They record and represent data and the location of places and their characteristics in simple graphic forms, including large-scale maps that use the cartographic conventions of scale, legend, title and north point. They describe the location of places and their features using grid references and compass direction. Students interpret geographical data to identify spatial distributions and simple patterns and draw conclusions.

HEALTH

In Health this term, students will identify strategies to keep healthy. They will explore the Australian guide to healthy eating and the five food groups. Students will gain an understanding of the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages. Students will interpret the Australian guide to healthy eating and discuss the influence of health messages on healthy choices. They will use decision-making skills to select strategies to stay healthy.

TECHNOLOGY

This semester in Digital Technologies students will be using a range of digital systems (hardware and software) to explore data in the environment. They will recognise and identify different types of data and explore how the same data can be represented in different ways, as well as collecting, accessing and presenting different types of data using simple software to create information and solve problems.

In Design Technology students will investigate the suitability of materials, systems, components, tools and equipment for specific purposes. They will repurpose a clothing item with other recycled materials to create a useful item. They will explore the role of people in Design and Technology occupations as well as factors, including sustainability that impact on designs that meet community needs. Students will apply the following processes and production skills by:

- communicating with 'clients' and critiquing needs or opportunities for designs
- testing materials including fabrics and exploring techniques for shaping and joining them
- identifying examples of recycling, up-cycling and reusing
- generating design ideas for a useful item and communicating them with annotated design drawings
- producing a useful item by selecting relevant tools and resources, and using them safely
- evaluating design ideas, processes and solutions
- collaborating as well as working individually throughout the process
- managing by sequencing production steps

MUSIC

In this unit, 'Musical Characters and Action', students make and respond to music by exploring the ways that characters from film, television and media are portrayed musically. This includes theme songs, sound effects and soundscapes that represent characters from television, film and media. Students will develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns in music portraying characters and action. They will practise singing, playing instruments and improvising music portraying characters and action using elements of music. Students will create, perform and record compositions in music portraying characters and action by selecting and organising sounds, silence, tempo and volume. They will identify intended purposes and meanings as they listen to music portraying characters and action using the elements of music to make comparisons.

What's happening this term...?

Important Dates

14th March	<i>P & C Meeting 5pm</i>
17th March	<i>Cross Country</i>
21st March	<i>Leadership Induction Ceremony 2pm</i>
23rd March	<i>Parent –Teacher Interviews & Subway Day</i>
23rd March	<i>School Photos – Please ensure students are in full 'day' school uniform. No house shirts.</i>
31st March	<i>Believe and Achieve Day</i>

Websites of Interest

- Athletics
- Reading Eggs

Extra Information

Classroom Blitz

This year our Classroom Blitz Program will focus on attendance. You will see our attendance poster near our PBL poster as you walk past our classrooms. If your child is well, please support them to be at school every day.

Positive Behaviour for Learning (PBL)

This year Loganholme State School will continue to utilise PBL across the school in line with our Student Code of Conduct.

What is PBL?

PBL stands for Positive Behaviour for Learning. PBL is a whole-school framework for behaviour support adopted by many Queensland schools. PBL promotes positive behaviour and helps schools to develop safe and supportive learning environments.

Is it compulsory for schools to use the PBL framework?

Use of the PBL framework is optional although all schools must develop a Student Code of Conduct and adhere to Department of Education procedures for behaviour.

What are the benefits of using the PBL framework?

PBL helps schools to be consistent in the way they support and respond to behaviour.

PBL enables schools to develop clear expectations and boundaries for behaviour and ensures that behaviour support is differentiated according to need.

Why is PBL recommended to schools?

PBL has a strong research base and has been shown to improve student outcomes, increase staff and student wellbeing, and reduce behavioural incidents. PBL helps schools to select evidence-based practices which have been shown to improve student behaviour and establish safe and supportive learning environments.

What does PBL look like at Loganholme?

We will continue to have a whole-school weekly focus designed to improve student engagement and learning. Each weekly focus is specifically chosen to meet the school's needs to ensure students understand the expectations of them at school through a weekly lesson.

Our weekly student awards are now be called 'PBL champion of the week', class teachers will select the student who best demonstrated the PBL focus for the week and will select that student. Once per term, classes will select their own focus that they feel the class needs to improve on.

In weeks 3,6,9 one student per class will be invited to the Picnic with the Principals. The classroom teacher will choose the student who has consistently demonstrated the chosen Loganholme PRIDE value for that picnic e.g. Partnerships.

Homework in 2022

At Loganholme State School, we believe that all students can be successful lifelong learners. Our classroom teachers deliver evidence-based learning programs to support student success. Research shows that daily homework supports the development of essential skills and provides opportunities for students to consolidate their classroom learning whilst developing healthy habits. The setting of homework considers the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits where appropriate.

Year	Type of Homework	Daily Homework Times Recommended
Prep- Year 2	Reading, High Frequency Words	15 minutes
Year 3 – Year 6	Reading, Number Facts	20 min

Student responsibilities:

- discussing with their parents or caregivers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities

Parent responsibilities:

- encourage children to take responsibility for their learning
- encourage children to organise their time
- help them to balance the amount of time spent completing home learning tasks, watching television, playing computer games, playing sport and engaging in other recreational activities
- give assistance where required to complete tasks
- communicate with their child’s teacher to discuss any concerns about the nature of home learning tasks or their child’s approach to the learning

Practical Hints for Parents

- Make homework a pleasant experience by providing an attractive and quiet work area where there is a desk and adequate lighting.
- Try to establish a predictable routine. Expect that homework should be done at the same time each day.
- Encourage children to work reasonably quickly and efficiently. Do not let children work beyond the maximum time limits.
- When helping, keep your explanations simple and practical. If possible, express approval and satisfaction.
- If a task cannot be satisfactorily completed in the set time, stop your child working, sign the homework book and contact your child's teacher.

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| “Believe and Achieve” |