

# Wollemi College

## Key Parent Function 2014

### Year 4 Parent Information Sheet

**Teacher Name;** Peter Harb.

**Class Size;** 28

**New Families;** Magdy and Awataf Youseff.

#### **SPECIAL DAYS**

**Mass:** Wednesday 10:25 am

**Sport:** Friday

**Soccer Registration** Saturday, 15<sup>th</sup> February 10am -2pm, and Sunday 16<sup>th</sup> February 10am-2pm.

**Swimming Carnival** Monday, 24<sup>th</sup> of February.

**Father and Son Camp** 28<sup>th</sup> Feb-2<sup>nd</sup> March.

**Cross Country** Friday 7<sup>th</sup> March.

#### **Other Important Dates for Term 1;**

Wk 5 Mar 5

Mar 7

Mar 12

Wk 7 Mar 19

Wk 8 Mar 26

Wk 10 April 11

IPSHA Swimming Carnival

**Wollemi Cross Country Carnival**

**OPEN Day**

Information Evening @ Alice and Joe's

CIS Swimming Carnival

**TERM 1 Ends**

#### **YEAR 4 TEACHERS**

**Maths, English,**

**Religion**

**Sport**

**Music:**

**Spanish:**

**Science and Technology:**

**HSIE:**

**Art:**

Mr Peter Harb; peterharb@wollemi.nsw.edu.au

Mr Jay Pacquing; jaypacquing@wollemi.nsw.edu.au

Mr Chris Scanlan; chrisscanlan@wollemi.nsw.edu.au

Mr Iain Fraser; iainfraser@wollemi.nsw.edu.au

Mr Kieren Williams; kierenwilliams@wollemi.nsw.edu.au

Mr Chris Scanlan; chrisscanlan@wollemi.nsw.edu.au

Mr Chris Scanlan; chrisscanlan@wollemi.nsw.edu.au

Mr Iain Fraser; iainfraser@wollemi.nsw.edu.au

# CLASSROOM MATTERS

## Year 4 Timetable.

period		Monday	Tuesday	Wednesday	Thursday	Friday
1	4	ph 4 read				
2	4	ph 4 eng lang	ph 4 maths			
Mass						
Recess						
3	4	cs 4 maths	ph 4 maths	ph 4 maths	ph 4 maths	ph 4 eng lang
4	4	if 4 va	cs 4 sat	ph 4 eng	ph 4 maths	kw 4 span
Lunch						
5	4	1/2 cs 4 hsie	cs 4 pe			
6	4	jp 4 rel	jp 4 rel	jp 4 rel	if 4mus	ph 4 eng

### **Reading, Writing, Grammar and Spelling.**

We will be using the DI(direct instruction) method for our Reading program. This means each student is working at a level appropriate to their educational needs. Boys have different reading abilities and it's great to have a program which allows the student to work at the level which matches his reading ability. Daily writing will be done in class and each writing task will be based on the reading program. Students will be given feedback on one written task per week. The writing tasks will be either an informative, persuasive or imaginative text. Students will also have the opportunity to read written work to the class. The grammar program will focus on sentence construction which is concise and clear in meaning. It will also help the boys to develop logical thinking and inferencing skills. Spelling will be taught using the Spalding teaching method, which is a multisensory phonics based teaching method.

### **Direct Instruction;**

Direct Instruction (DI) is a model for teaching that emphasises well developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning.

**Maths.** For the Maths program we will be using a text called Saxon Math. This text provides a systematic, structured and enjoyable way of teaching the Maths syllabus. It builds on concepts and continuously revises them in later lessons. While the book uses metric units, Imperial units such as pounds and miles are also in some questions in the text, but these units will not be taught to the boys. There will be in-class extension and remedial work for those boys who need it. The different content to be covered per term is as follows.

Term 1-number Measurement patterns	Term 2- Algebra	Term 3-Space and Geometry	Term 4-chance
<ul style="list-style-type: none"> <li>• Place value, +,- up to 3 digit numbers. Adding money. No. patterns.</li> <li>• x 1,2 and 5's,9's.</li> <li>• Reading Scales, Time, Angles.</li> <li>• 2D Shapes</li> <li>• Story problems.</li> <li>• Writing numbers in millions.</li> </ul>	<ul style="list-style-type: none"> <li>• Working with decimals</li> <li>• x 2,3 digit No's</li> <li>• %</li> <li>• Division</li> <li>• 2-step word problems</li> <li>• Graphs</li> <li>• Fractions of a set.</li> <li>• Finding missing</li> </ul>	<ul style="list-style-type: none"> <li>• 3D shapes.</li> <li>• 2-step word problems</li> <li>• Area, Averages</li> <li>• Improper Fractions</li> <li>• Decimal Place value</li> </ul>	<ul style="list-style-type: none"> <li>• Adding, Subtracting Fractions.</li> <li>• Equivalent fractions.</li> <li>• Simplifying Fractions</li> <li>• Volume</li> <li>• Dividing by 2 digit numbers</li> <li>• Probability</li> </ul>

**HSIE And Science.**

Year 3 and 4 – HSIE and Science

<p>TERM 1 HSIE</p>	<p><u>Explorers</u> and <u>Cooperating Communities</u></p>
<p>TERM 2 SCIENCE</p>	<p><u>Spinning in Space</u> (Solar System) and <u>Material World</u> (Materials)</p>
<p>TERM 3 HSIE</p>	<p><u>Canada: A Sister Country</u> and <u>Places: Then, Now, Tomorrow</u></p>
<p>TERM 4 SCIENCE</p>	<p><u>Smooth Moves</u> (Physics) and <u>At work and Play</u> (Design)</p>

### **Religion:**

The boys work from the *Faith and Life* Series text book, approximately one chapter each week. The boys will also be tested on *two* catechism questions each week from their catechism book which needs to be learnt word-for-word. The catechism test will be every Monday so students will have the weekend to practise. Parental involvement in explaining the catechism and testing the boys is known to produce a higher degree of interest in learning the questions amongst the boys.

### **Class Tests**

The boys will be tested each week on their spelling (Fridays). They will do a Maths test every 2 weeks and a writing task every week. Public speaking will be conducted each term and for all other subjects they will have topic tests each term. The results of the maths tests, writing tasks, catechism and topic tests will be recorded in the student diary by each student.

### **HOMEWORK**

- A Homework sheet is given out on Fridays which will be pasted in the students diary. This will serve to remind the students and parents of the nightly homework routine. Homework duration will be about **60 minutes** each night. This includes ;
  1. About 10 minutes working on the maths sheet.
  2. About 10 minutes answering questions in their reading workbook.
  3. About 5 minutes of study for their spelling words. This involves saying the words for spelling and reading eg. You will hear ; “Hon ey” followed by “Honey” etc for all 20 words.
  4. About 5 minutes of catechism study.
  5. About 30 minutes of reading.
- On occasions the boys will also be asked to write *other homework* for Science, HSIE or Spanish in their diary or they will be given an assignment which should be pasted into the diary.

**Sample Homework Sheet.-** Beginning in Week 3.

# Wollemi College Homework Year 4

## Term 1 Week 3

1. Word List – Read the words for spelling and reading a few times each night. Then practise spelling the words.

lose	weigh	vis i tor	a dopt	
loose	weight	pub li ca tion	se cure	
com bine	wear	ma chine		
com bi na tion	en ter tain	to ward		
av e nue	sal a ry	suc cess		
neigh bour	vis it	drown		

2. Maths: Practise your timestables.  
Complete a maths sheet.

3. **English**; Complete the Reading Workbook questions.

4. **Catechism**: Spend 5 –10 minutes each night Studying your catechism questions 5 and 6.

5. Do Thirty minutes of reading. Sign below.

Mond ay	Tuesd ay	Wednes day	Thursd ay	Frid ay

**Classroom Culture;**

The boys have been organised into four teams for classroom work and sport. There is a class-based competition and a sports competition. The reason for a team-based approach to classwork and sport is working for a common goal helps boys to think about others and creates an environment of positive peer pressure. The benefits of working in a team includes improved:

1. Academic focus
2. Behaviour
3. Socialisation

Each team has a team captain which the boys elect and the job of the team captain is to look after the boys in his team by encouraging them and leading by example in doing the right thing. A class council meeting is conducted every four weeks with the team captains to discuss the performance of their

team and to offer ongoing support and advice on how to help their team mates. This approach helps boys to practise leadership skills and to understand leadership as helping others to be better.

The winning team for the class competition receives a *champions hat* at the end of year presentation night. The winning sports team is presented with a *medallion*

### **Habits for Year 4:**

**Order:** Help the boys to become self-managers by encouraging them to have a daily timetable which will help them to get organised and complete their work.

**Fortitude/Self Control:** These are two important work habits which boys need to develop over time if they are to achieve their academic potential. You will help the boys to develop these two virtues through their work by continually encouraging them to do what they **ought** to do and not what they **feel like**, and to do it to the best of their ability. Boys need continuous feedback. To motivate them it should be positive and encouraging. When we talk to the boys about a lack of fortitude or self-control i.e. being abrasive with a sibling or another student, not completing a chore or their homework, we need to bear in mind that our student/son will be more willing to make the effort we are asking of him if we have corrected him in a way that appeals to his reason and the goodness of his nature. A big challenge for parents and teachers is, **knowing** how to correct our students so that we get the best out of them. Overcorrecting a child or nagging will discourage them. They will be turned off by what we have to say will simply stop listening to us. This is a fear all parents and teachers face and one which may stop parents correcting their children. The consequences of this are nightly news like alcohol fuelled violence, drug abuse etc. A repeated bad habit requires thoughtful consideration on our part about the best words to use in order to inspire confidence in the child that he can overcome this habit. Developing fortitude and self-control by giving our son feedback and correction takes time on our part. Time is something we don't have much of, but without a strong and positive relation between parent/teacher and student, feedback and correction will not be as effective as it could. The point of correcting is to get the student/son to think about their behaviour and to change because they have understood how their behaviour is damaging them and others. They will freely want to change if they are given the necessary encouragement.

### **Sports Carnivals;**

The dates for all other school and representative carnivals will be posted on the school calendar in due course. Should you have any questions regarding sporting matters then you will need to speak with our Sports Master Julien Perrottet.

### **Contact**

- Please feel free to email me or call me. The school number is (02) 9833 0499. My email address is on the first page of this document.

Peter Harb  
Yr 4 Class Teacher.