



Year 4 Term 2 2025 Newsletter

Dear Parents,

Welcome to Term 2! Please note that all school information will be communicated through School Bytes via notes, emails and the weekly school newsletter. In addition, class teachers may send class announcements via the Seesaw app or the Class Parent network. Below are the details of key events and the content areas that will be covered in Year 4 this term.

Dates for your diary:

Friday 9 May	Winter PSSA begins
Friday 16 May	Walk Safely to School Day
Monday 9 June	King's Birthday (Public Holiday)
Tuesday 24 June	3-6 Athletics Carnival
Friday 27 June	Reports distributed
Week 10	Parent/teacher interviews
Friday 4 July	Last day of Term 2
Tuesday 22 July	First day of Term 3

Scripture	Wednesday 9:30-10:00am
PSSA Sport	Friday

Key Learning Areas:

English

English incorporates many different areas of learning which will be covered every term. These areas include oral language and communication, vocabulary, reading fluency, reading comprehension, creating written texts, spelling, handwriting and digital transcription and understanding and responding to literature. These areas will be taught in short units of work. In Term 2, students will learn:

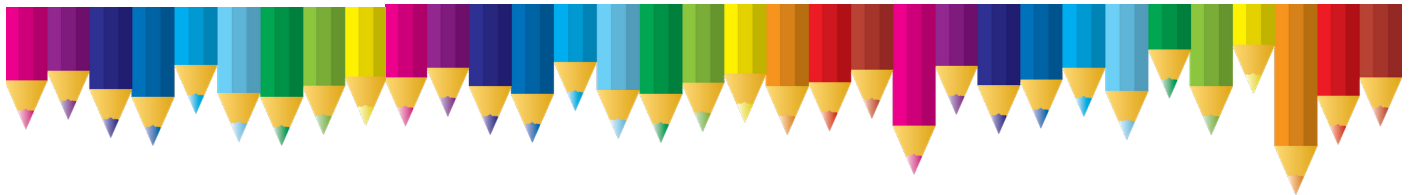
- The concept of argument and authority as well as the supporting concept of genre through a deep analysis of the mentor text *Ned Kelly and the Green Sash*. Throughout the unit, students will explore the difference between authority and authorship. They will develop a deeper understanding of rhetorical devices used to strengthen an argument in order to persuade an audience. Students will apply this knowledge when creating responses and written texts.
- The concept of imagery, symbol and connotation as well as the supporting concept of characterisation through a deep analysis of the mentor text *Bindi*. Narrative elements are also explored throughout the unit. Students will produce writing that includes figurative language and free verse poetry. They will develop skills to use language purposefully by applying their understanding of the textual concepts to produce writing that evokes feelings or creates images, while engaging the reader.

Spelling – Words Their Way

This year we will use the 'Words Their Way' spelling program to assist students' with their spelling and vocabulary development. This program occurs for 15-20 minutes four times a week and involves guided spelling lessons and hands on activities targeting their individual spelling needs.

Mathematics

Throughout the year, students will learn about a range of key concepts from the following strands; **Number and Algebra, Measurement and Space and Statistics and Probability**. Mathematics lessons consist of a warm up, explicit teaching and independent tasks for students to learn a skill or strategy. Each week, students will engage in a range of hands-on games and activities, such as card games, board games, concrete materials, open-



ended tasks, problem solving tasks, word problems and ICT games to build mathematical proficiency. The focus of maths lessons this term are shown below.

Number and Algebra:

Whole numbers

- Read, represent and order numbers to thousands
- Recognise and represent numbers that are 10, 100 or 1000 times as large
- Apply place value to partition, regroup and rename numbers up to 6 digits

Decimals

- Extend the application of the place value system from whole numbers to tenths and hundredths
- Make connections between fractions and decimal notation

Additive Relations

- Select strategies flexibly to solve addition and subtraction problems of up to 3 digits
- Partition, rearrange and regroup numbers to at least 1000 to solve additive problems

Multiplicative Relations

- Represent and solve problems involving multiplication fact families
- Investigate number sequences involving related multiples
- Use known number facts and strategies
- Use the structure of the area model to represent multiplication and division
- Use number properties to find related multiplication facts
- Operate with multiples of 10
- Represent and solve word problems with number sentences involving multiplication or division

Partitioned Fractions

- Create fractional parts of a length using techniques other than repeated halving
- Model and represent unit fractions, and their multiples, to complete a whole on a number line
- Represent fractional quantities equal to and greater than one

Measurement and Space:

Position

- Interpret movement on a map
- Locate positions on grid maps
- Create and interpret grid maps
- Use directional language and describe routes with grid maps

2D Shapes

- Transform shapes by reflecting, translating and rotating
- Compare and describe features of two-dimensional shapes

3D Objects

- Connect three-dimensional objects and two-dimensional representations
- Make models of three-dimensional objects to compare and describe key features
- Connect three-dimensional objects and two-dimensional representations

Volume

- Use scaled instruments to measure and compare capacities (internal volumes)

Angles

- Identify angles as measures of turn
- Compare angles to a right angle

Time

- Represent and read analog time
- Represent and interpret digital time displays
- Use am and pm notation

Statistics and Probability:

Data

- Collect discrete data
- Organise and display data using tables and graphs
- Interpret and compare data

Chance

- Identify possible outcomes from chance experiments
- Describe the likelihood of outcomes of chance events
- Identify when events are affected by previous events



Science

This term Stage 2 will be learning about the 'Living World' focussing on the classification, life cycles and survival of living things. This unit builds on students' prior knowledge from Stage 1. They will identify and compare features of animals and plants, classifying the animals into different groups based on shared features. Students will explore the life cycle of an animal and a plant, as they observe living things in the environment. Students continue to develop skills to inquire, analyse data and communicate observations.

History

This term in History, students will explore the importance of Country and Place to Aboriginal and Torres Strait Islander Peoples. They will identify the first people to live in our local area, the Darug People, as well as explore their language and connection to Country. Students will then investigate the continuity and change of our local area. They will focus on how education has changed over time in Castle Hill, specifically focusing how our school has developed and changed over time. Throughout all lessons, students will study a variety of sources to gain insight on content being investigated.

Creative Arts

This term in creative arts, Stage 2 students will participate in the art forms of visual arts and music. During visual arts lessons, students will look at artworks by Sydney Nolan, Leo Lionni, Mary Wells and Wassily Kandinsky to understand that artists make artworks for different reasons. They will also observe the artists' style and techniques to create their own artworks. In music lessons, students will develop their knowledge, understanding and skills around performing, organising sound, and listening. They will be learning about the musical elements of beat, dynamics and rhythm. Students will create and perform a beat to simple nursery rhymes or musical songs using symbols and percussion instruments.

PDH

This term, Stage 2 students will explore the physical, social, and emotional changes they experience from infancy to adulthood. They will also discover strategies for managing these changes. In addition, students will learn to recognise different trusted adults in their lives whom they can approach for help or to gain further insight into the changes they are experiencing. During child protection lessons, we will have discussions about the importance of trust in relationships and identify sources of support to manage the changes associated with puberty.

PE

Students will participate in modified games using skills and rules from a new game of tchoukball. Students will aim to refine their throwing, catching and passing skills from a moving and stationary position. They will also develop cooperative skills to improve teamwork and fair play. There will be a focus on athletics skill development with an emphasis on developing throwing techniques in discus, shotput as well as techniques for running, including races and relays. Please ensure that your child is aware of what day they have their physical education lesson so that they are wearing their sports uniform including a hat and a drink bottle. If your child is at school and is unable to do PE because of sickness or injury, please provide a note.

PE

Please refer to the table below for your child's class sport time for Term 2:

Monday	Tuesday	Wednesday	Thursday	Friday
	4Y, 4A	4H, 4C	4D, 4P	

Science

Please refer to the table below for your child's library science lesson time for Term 2:

Monday	Tuesday	Wednesday	Thursday	Friday
	4C, 4D	4P	4A, 4Y	4H



Library Borrowing

Students will have the opportunity to borrow books from the school library during weekly Science lessons. Students must bring a library bag to borrow books. Library bags can be purchased from the school library for \$2.00

Homework

Students will be assigned homework tasks each fortnight and activities will include daily home reading, Mathletics, an English task and a creative mini project based on a topic we are learning about in class. Record your child's home reading in their homework book each day and return this to school to be checked each fortnight. Students will need their Mathletics account log in details to access mathematics homework tasks.

Absences

Absences from school require an explanation. You can notify the school through the School Bytes app, email the school, a written note or an email. Absences **must be explained within seven (7) days**.

Please advise the school if your child will be taking an extended absence as this may require the completion of an exemption form. If students are arriving at school late or departing school early, they must be accompanied by a parent/guardian and signed in or out at the front office.

Thank you,

Year 4 Teachers

Mrs Adams, Mrs Alibrandi, Miss Dunn, Miss Hemmings, Mrs Penaloza, Mrs Mulcahy, Mrs Yabsley and Mrs Verhaeghe