INTRODUCTION

TO PARENTS OF STUDENTS IN YEAR 4:

This Handbook will give you information about your Year 4 child’s education with a focus on curriculum at our school.

For further information regarding GMAS Policies and Procedures, including Student Presentation, Uniform Code, Pastoral Care, Daily Routines and communication guidelines, please refer to the “Georgiana Molloy Anglican School Parent Information Booklet.”

Year 4 is triple streamed. The emphasis for these students' education is on literacy, numeracy and communication skills as well as physical education, the arts and spiritual endeavours. Themes link the learning and outcomes across the curriculum. Year 4 students participate in Interschool sport activities for Swimming, Cross Country and Athletics.

In order to keep parents informed of the class routines and expectations, a Parent Information Evening is held on the second Monday in the first term. Parents meet with the teacher who will brief them on their routines, expectations and particular themes and activities relevant to this year group. A homework diary is a daily source of communication between school and home. Parents are expected to read it and sign it each night. Comments about your child’s behaviour, performance or wellbeing can be noted in it. Teachers sign the diary each day, and some calendar events are also noted in the diary.

ASSEMBLY

Year 4 students attend Junior School Assembly each Tuesday afternoon. Each class takes it in turns to present an item at the assembly. Notices, achievements and accolades are noted and celebrated at this time. Merit certificates are also awarded to deserving students.

CHAPEL

Year 4 attend Chapel services lead by our Chaplain each Friday after recess. Each class takes it in turn to present prayers and readings from the Bible.

THE TIMETABLE

Classes at GMAS are organised around a five day timetable. Throughout the day, Year 4 has a fitness session with their class teacher and a short time to have a healthy food snack to keep their minds active and alert. Drinking water from their own water bottles throughout the day is encouraged.

The students have specialist teachers for Physical Education 1 hour, Music 1 hour, Art 1 hour, Critical and Creative Thinking 1 hour, and LOTE(Italian) 1 hour during the week. The specialist facilities include the Resource Centre, Music room and Art room.
## 2015 STUDENT DAILY TIMETABLE

<table>
<thead>
<tr>
<th>TIMES</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td></td>
<td></td>
<td>Homeroom/Assembly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.40 – 9.00am</td>
<td></td>
<td></td>
<td>8.40am – 9.15am</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PERIOD 1</strong></td>
<td></td>
<td></td>
<td><strong>Period 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.00 – 10.05am</td>
<td></td>
<td></td>
<td>9.15am – 10.15am</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PERIOD 2</strong></td>
<td></td>
<td></td>
<td><strong>Period 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.05 – 11.10am</td>
<td></td>
<td></td>
<td>10.15am – 11.10am</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RECESS</strong></td>
<td></td>
<td></td>
<td><strong>Recess</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.10 – 11.30am</td>
<td></td>
<td></td>
<td>11.10 – 11.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PERIOD 3</strong></td>
<td></td>
<td></td>
<td><strong>Period 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.30 – 12.30pm</td>
<td></td>
<td></td>
<td>11.30am – 12.30pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LUNCH</strong></td>
<td></td>
<td></td>
<td><strong>LUNCH</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.30 – 1.10pm</td>
<td></td>
<td></td>
<td>12.30 – 1.10pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PERIOD 4</strong></td>
<td></td>
<td></td>
<td><strong>Period 4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10 – 2.15pm</td>
<td></td>
<td></td>
<td>1.10 – 2.15pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Register</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PERIOD 5</strong></td>
<td></td>
<td></td>
<td><strong>Period 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.15 – 3.20pm</td>
<td></td>
<td></td>
<td>2.15 – 3.20pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HOUSE STRUCTURE

Each student is allocated to a House. The Houses are named after Bay regions within the Busselton Shire. There are six (6) Houses.

They are as follows:

<table>
<thead>
<tr>
<th>HOUSE</th>
<th>COLOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUNKER</td>
<td>RED</td>
</tr>
<tr>
<td>EAGLE</td>
<td>GREEN</td>
</tr>
<tr>
<td>FLINDERS</td>
<td>LIGHT BLUE</td>
</tr>
<tr>
<td>GEOGRAPHE</td>
<td>YELLOW</td>
</tr>
<tr>
<td>HAMELIN</td>
<td>PURPLE</td>
</tr>
<tr>
<td>MEELUP</td>
<td>DARK BLUE</td>
</tr>
</tbody>
</table>

Each House includes students from each of the Years Kindergarten to Year 6. Students in Year 4 are involved in Inter-house Swimming, Cross Country, Athletics and even some cultural activities.

DESCRIPTION OF LEARNING AREAS


Christian Religious Studies

The Christian and Religious studies program covers six learning strands;

1. Bible
2. Story of the Church
3. Philosophy
4. World Religions
5. Meditation Prayer and Worship
6. Ethical Decision Making and Living
Bible

Students understand that the bible and its teachings can influence people’s viewpoints and how they live their lives. They investigate its central themes and are able to articulate its influence on their perspectives and belief.

Story of the Church

Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society. They are able to investigate and analyse factors influencing the Church’s growth and continuity and consider its future in Australian society.

Philosophy

Students evaluate a range of perspectives including scientific, social and the philosophy of religion when examining their sense of purpose and meaning. They are able to investigate and understand the key tenets of religious belief and their impact on the world around them.

World Religions

Students understand and evaluate the role of world religions and their contributions to contemporary society. They demonstrate their appreciation and understanding of a range of religious beliefs through comparative studies.

Meditation Prayer and Worship

Students are able to experience and understand a range of forms of stillness and silence, prayer, reflection and worship. They can evaluate and explain the role of these acts and their influence on their spiritual journeys.

Ethical Decision Making and Living

Students can formulate and justify personal viewpoints on a range of ethical issues and examine the relationship of these to their religious beliefs. They investigate and understand a range of ethical issues and theories and evaluate their influence on contemporary society.

---

**English Learning Area**

The study of English helps to create confident communicators, imaginative thinkers and informed citizens. Through English individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. English helps students to engage imaginatively and critically with literature and to expand the scope of their experience.

In Year 4 students will work to become more independent readers and listeners. They will be introduced to a wider range of written and visual texts. Comprehension strategies are explicitly taught and practised. Students are encouraged to extend and consider more thoughtfully, their responses to texts, with greater understanding and are supported by the Accelerated Reader Program, guided reading groups and comprehension activities.

Language – Knowing about the English Language

Within the Year 4 program students understand that Australian English is one of many social dialects and has been influenced by other languages. Students understand the difference between opinion and feelings and factual reporting and develop their understanding of text structure.
Literature – Understanding, appreciating, responding to, analysing and creating literature.

In Year 4 the students consider how different authors represent different storylines. They consider differing points of view and have opportunities to discuss this as a class. The students create their own literature from personal experiences and develop more complex storylines.

Literacy – Explaining the repertoire of English usage

Students compare texts from earlier times to more contemporary texts. The Year 4 students learn to acknowledge others point of view and to deliver their own point through class discussions. Students have the opportunity to analyse texts and build literal and inferred meanings from these experiences as well as construct their own persuasive texts. They are expected to edit for meaning and write in clearly formed joined letters.

Mathematics Learning Area

Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built.

Year 4 students are exposed to a variety of more complex problems both inside and outside the classroom. The teaching is supported by the use of Mathletics to help students gain a better understanding and greater fluency of certain concepts.

Number and Algebra

Year 4 students are expected to represent numbers to the tens of thousands and recall multiplication facts up to 10 times 10. They develop efficient mental strategies for both multiplication and division. Year 4 students count by quarters, halves and thirds and deal with mixed numerals, making connections with the decimal notation. They work through purchasing problems and calculate the appropriate change.

Measurement and Geometry

Students measure mass, length and volume using scaled instruments and learn to convert between units of time, exploring timetable information and calendars. Year 4 students compare areas of regular and irregular shapes and develop skills to understand and utilise the scale on maps. They compare angles and relate them to being bigger than and smaller than a right angle.

Statistics and Probability

Year 4 students consider everyday events as being likely, unlikely and impossible. They conduct surveys and use this information to produce column graphs and picture graphs.

Society and Environment Learning Area

The Society and Environment learning area develops students’ understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

To Be Reviewed January 2016
Year 4 students will recognise Aboriginals and Torres Strait Islanders as Australia's first peoples. They will explore stories of the First Fleet and the reasons for this journey. Year 4 students ask questions about the past and identify sources of information and different points of view.

They will develop the understanding that the passage of time creates differences in people's lives and in the environment and that people endeavour to retain what they consider important.

Science Learning Area

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

In experiencing science, students experience the joy of scientific discovery and nurture their natural curiosity about the world around them.

Year 4 students study life cycles and consider how plants and living things adapt to their environment to survive. They consider the physical properties of materials and how these influence their use. Students consider how the Earth's surface changes over time as a result of natural processes and human activity, and that force can be exerted through direct contact or from a distance.

Physical Education

Physical Education at Georgiana Molloy Anglican School is a developmental program that provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others' health and well-being.

In Year 4 the focus is on participating competently and confidently in physical activities such as play, games, sports and dance. Some sports studied include: European Handball, Hockey, Cross Country, Athletics and Cricket. Students will focus on using their fundamental movement skills in a modified game and learning the key features of offence and defence. A strong focus will also be placed on fair play and playing by the rules.

Health Education

In Year 4 students will be encouraged to communicate their feelings, resolve conflict and contribute actively to the achievement of classroom goals. Through situations such as group discussions and role-play students can learn to practise communication and cooperation skills.

Technologies

Digital Technologies: Students use their knowledge of data and digital systems to apply processes and production skills as they create digital solutions. Within Year 4 students will have access to Apple Mac computers and will develop skills to utilize this technology to assist them with their learning.
Design and Technologies: Students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments. Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and processes to create solutions that consider the short and long term impact on societies and environments.

### Music

The Junior School Music Program builds on the Early Childhood Program and takes a more in depth look at music. Students will explore ideas and feelings through creating and making music, investigate several aspects of sound and use specific skills, techniques and processes to plan, present and respond to musical works. A number of topics are looked at, including composing jingles, creating their own musical instruments and following the development of music through history. Singing and dance are both included in Junior School Music.

Year 4 music allows students to explore and investigate the elements of music through singing and listening. Students learn to notate music both traditionally and graphically and perform regularly throughout the year. Students work as a class, in small groups and individually on these tasks.

### Italian

Italian in the GMAS Junior School focuses on many key vocabulary groups and is sequential in nature. Italian uses the four macro skills of Listening, Speaking, Reading and Writing in order for students to become more confident with their knowledge about Italy, enable students to use specific language learning strategies and aspects of Italian grammar.

Year 4 students participate in a range of activities as they become more confident with their reading and writing skills in English. Students participate in games, language and craft activities that focus on listening, reading, writing and speaking in Italian. Students in year 4 also participate in activities on the Interactive Whiteboard to make their learning more active and fun. Students are exposed to some formal aspects of grammar and they are encouraged to use their writing more creatively.

### Art

Visual Art is a developmental program in which concepts relating to elements and principles of art and design are explored through visual inquiry, design development, studio practice and are developed through Years 1 - 6. Art is a subject that introduces students to a way of understanding, interpreting and applying Visual Art for their own enjoyment. It is designed to teach processes and technologies, which later become useful life skills. By extending student’s understandings of Art ideas, it enables them to learn alternative modes of self-expression. By studying Art movements in a historical context and viewing images, students are able to build their sense of identity and culture, which supports them in gaining a sense of place in their community and wider society.

The Art program is a continuum, based upon a bi-yearly rotation of 6 focus areas of Art, such as; Drawing, Painting, Printmaking, Construction, Fibre/ Textiles and Sculpture/ 3D. There is also an Annual Exhibition, where
artwork displaying creativity and excellence is celebrated.

Critical and Creative Thinking

Critical and Creative Thinking involves active discussions and debate; identifying, exploring and exploring information and ideas, reflecting and evaluating and reasoning and procedures. Stories and books will often be the catalyst for discussion.