



# YEAR FOUR INFORMATION

## OUR AIM

- To create an exciting learning atmosphere where the boys feel engaged, comfortable and secure.
- To have a positive approach to all boys, their abilities and the work they produce.
- To focus on individual needs in order to create a feeling of positive self-worth in each boy.
- To celebrate each boy's growth and willingness to take risks in his learning.

## OUR TEAM

Mr Dylan Nexhip – Team Leader [nexhipd@knox.nsw.edu.au](mailto:nexhipd@knox.nsw.edu.au) 4N Classroom Teacher

Mr Matt Pendlebury – Wellbeing Leader [pendleburym@knox.nsw.edu.au](mailto:pendleburym@knox.nsw.edu.au) 4P Classroom Teacher

Mrs Katrina Benson – [bensonk@knox.nsw.edu.au](mailto:bensonk@knox.nsw.edu.au) 4B Classroom Teacher

Miss Catherine Dudley – [dudleyc@knox.nsw.edu.au](mailto:dudleyc@knox.nsw.edu.au) 4K Classroom Teacher

Mrs Noni Bruce – [brucen@knox.nsw.edu.au](mailto:brucen@knox.nsw.edu.au) Year 4 Learning Enhancement Teacher

Mrs Tammy Paterson – [patersont@knox.nsw.edu.au](mailto:patersont@knox.nsw.edu.au) Director of Teaching and Learning (K-6)

Mrs Ann Prentice – [prentice@knox.nsw.edu.au](mailto:prentice@knox.nsw.edu.au) Extension Reading Teacher

## KEY LEARNING AREAS

A brief overview of the content to be covered in English, Mathematics and Knoxigations will be provided at the beginning of each new Knoxigations inquiry on the Year 4 page of the Knox Portal. In addition to this, the SeeSaw App will be used to showcase student learning whilst the Prep Magpie will provide additional useful sources of information. The Prep Magpie will be the main source of parent communication so it is important to read this weekly!

## MATHEMATICS

The strands are Number & Algebra, Measurement & Geometry and Statistics & Probability with Working Mathematically integrated across the three strands.

We promote a personalised learning approach in the instruction of Mathematics. The grouping of students will therefore be fluid and based on a pre-determined starting point for each different concept. This starting point is established using a range of data, including the MAP Growth Assessment Tool. Within these groupings, students will have the opportunity to learn in an environment that best suits their needs and strengths.

Teachers will be responsible for assessing students before, during and after a concept has been taught and our understanding of a student's knowledge, understanding and ability to apply what has been taught will be supported by whole-grade MAP Testing each term.

**Khan Mappers:** We ask that the students access Khan Mappers as part of their weekly homework. This online program provides tasks that are based on an individual's RIT scores as ascertained by the termly MAP Growth test. We specifically encourage practice in the areas identified by the teacher during student-teacher conferences that take place following each MAP test.

## ENGLISH

The focus of the syllabus is to make meaning through language. This is made possible through the study of quality literature which encompasses texts that give insight into the Indigenous cultural experiences as well as Australia's neighbours and the other cultures which have influenced Australia's development to date. They also include visual literacy texts and texts which embrace children's imagination. This is done through drama scripts, poetry, prose, picture books and novels. Our English will be closely linked to our Knoxigation units.

Similar to Mathematics, students will be placed into Reading Groups for three periods per week. During these lessons they will specifically have opportunities to develop their reading and written comprehension skills.

### **Writing and Representing**

Students will identify, interpret, analyse and compose a variety of imaginative, informative and persuasive texts. They will present these in a range of media, including digital, oral and multi-modal texts.

### **Speaking and Listening**

Students will be engaged in rich and meaningful discussions and listening exercises revolving around literary texts, social issues, current affairs and our Knoxigations inquiry units. In addition to this, they will participate in formal and impromptu speeches and debates.

### **Handwriting**

Legibility in terms of consistent size, slope and spacing will be supported through the text 'Targeting Handwriting NSW Book 4' during explicit weekly handwriting lessons. Students who consistently apply themselves in the presentation of their work will earn a 'pen licence' which will afford them the privilege of writing in pen.

### **Reading and Viewing**

Students will participate in an in-depth study of a variety of quality literature throughout the year. The themes and concepts behind each text will largely support our Knoxigations units and be selected based on the reading ability of the student. They will also have opportunities to build their understanding and inquiry skills through research opportunities and exposure to informational texts appropriate to their level.

## Spelling

Students will participate in the Spelling Mastery program. This is a 'Direct Instruction' program which is based on quality empirical research and has much evidence for its effectiveness. It helps students to understand the relationship between sounds, word parts and spelling patterns using a combined approach of phonemic, morphemic and whole-word strategies.

## KNOXIGATIONS

This year students will be involved in inquiry learning titled 'Knoxigations' across five domains: **Stories of the World and its People, Interconnected Systems, Sustainable Solutions, Tinkering Towards Tomorrow and Global Changemakers**. These lessons are transdisciplinary in nature as the tasks and activities will develop skills and understanding across a variety of curriculum areas, including historical, geographical and scientific.

Teachers will support the students through a guided inquiry cycle and parents will have the opportunity to celebrate their son's learning with them in the classroom.



# KNOX GRAMMAR PREPARATORY SCHOOL PROGRAM OF KNOXIGATIONS INQUIRIES

DOMAIN	OVERVIEW				
	Stories of the World and its People	Interconnected Systems	Sustainable Solutions	Tinkering Towards Tomorrow	Global Changemakers
4	<p>Students travel through time to uncover the stories of people, past and present – personal histories; journeys undertaken and their impact; rich histories and traditions of cultures and civilisations; connecting the past to the present; inquiring into the interconnectedness of the people of the world; examining multiple expressions of creativity and applying these to new contexts.</p> <p><b>Big Idea</b> Exploration changes our understanding of the world <u>Focus of Inquiry</u> An adventure through the age of discovery and towards the unknown; timeline and impact of exploration; exploration in the future <u>Concepts</u> Exploration, perspective</p> <p>1</p>	<p>Students investigate the systems of the world – the interconnection of man-made and biological systems; organisational systems that enable societies to operate effectively; classification systems; systems of the living world; systems at home and on a global scale. They innovate creatively to devise solutions for these problems on a local, national and global scale.</p> <p><b>Big Idea</b> Colonisation – impact, change, opportunity <u>Focus of Inquiry</u> Reasons for colonisation; impacts on and different perspectives of human populations; order and organisation needed to form a colony <u>Concepts</u> Power, perspective</p> <p>2</p>	<p>Students investigate their role in a sustainable future – a study of the complex issues we face, with a creative focus on solutions and an awareness of our rights and responsibilities as people of the earth.</p> <p><b>Big Idea</b> Thriving communities in growing cities <u>Focus of Inquiry</u> An investigation into population growth and distribution in Australia and around the world; and the effects of growing populations, including problems to be solved <u>Concepts</u> Community, population</p> <p>3</p>	<p>Students acquire knowledge and use this to construct new paradigms for innovative approaches to problems in our world. Using an interdisciplinary STEAM approach, students follow an iterative design process, using both digital and technical skills.</p> <p><b>Big Idea</b> Manipulating mother nature for our benefit <u>Focus of Inquiry</u> An investigation into examples of humans changing the natural environment to solve problems. A case study of Dubai and the Panama Canal. An independent investigation into ways we could irrigate central Australia. <u>Concepts</u> Environment, change</p> <p>4</p>	<p>Students recognise the power they possess to lead change in the world by exploring future outcomes of their actions; investigating authentic scenarios where small changes at a local level create big impacts at a global level; acting with empathy and appreciating diversity and tolerance; creatively predicting the future by studying patterns of the past.</p> <p><b>Big Idea</b> Start small, think big to change the world <u>Focus of Inquiry</u> An investigation into medical research and its impact on the world's population. The development of a student developed fete to raise funds for the Foundation. Concepts Compassion, innovation</p> <p>5</p>

## HOMEWORK

Homework is issued during term time on a Friday with the expectation that it is returned the following Thursday. It will also be available on the Knox Portal. Mathematics homework is due weekly on a Monday.

The homework tasks are designed to be meaningful, relevant and a shared and positive experience. If the tasks are too difficult or too easy for your son, please communicate this with his classroom teacher.

It is expected that students read for between 15 and 20 minutes each night. They should also manage extra curricular activities to allow time to complete their homework. In the event that your son is unable to complete his homework, please notify his teacher in writing via the school diary.

## SPECIALIST TEACHERS AND SUPPORT STAFF

Science – Mrs Maria Thomas [thomasm@knox.nsw.edu.au](mailto:thomasm@knox.nsw.edu.au) and Miss Georgie Ridehalgh [ridehalghg@knox.nsw.edu.au](mailto:ridehalghg@knox.nsw.edu.au)

PDH – Mrs Bonnie McDonald [mcdonaldb@knox.nsw.edu.au](mailto:mcdonaldb@knox.nsw.edu.au)

Music – Mrs Ali Irwin [irwina@knox.nsw.edu.au](mailto:irwina@knox.nsw.edu.au)

Visual Arts – Mrs Alex LeCouteur-Mutuota [lecouteura@knox.nsw.edu.au](mailto:lecouteura@knox.nsw.edu.au) and Mrs Marina Glascott [glascottm@knox.nsw.edu.au](mailto:glascottm@knox.nsw.edu.au)

Drama – Mr Terence Foltyn [foltynt@knox.nsw.edu.au](mailto:foltynt@knox.nsw.edu.au)

Library – Mrs Jo Wheatley [wheatleyj@knox.nsw.edu.au](mailto:wheatleyj@knox.nsw.edu.au)

Wisdom, Life, Faith – Mrs Anna Harding [hardinga@knox.nsw.edu.au](mailto:hardinga@knox.nsw.edu.au)

PE – Mr Adrian van Bussel [vanbussela@knox.nsw.edu.au](mailto:vanbussela@knox.nsw.edu.au)

School Psychologist – Dr Rebecca Lazarus [lazarusr@knox.nsw.edu.au](mailto:lazarusr@knox.nsw.edu.au)

ICT Integrators – Mr Ian Fairhurst and Mr Jason Milner [fairhursti@knox.nsw.edu.au](mailto:fairhursti@knox.nsw.edu.au) and [milnerj@knox.nsw.edu.au](mailto:milnerj@knox.nsw.edu.au)

Japanese – Mrs Kirsty Henry [henryk@knox.nsw.edu.au](mailto:henryk@knox.nsw.edu.au) and Mr Caleb Bova [bovac@knox.nsw.edu.au](mailto:bovac@knox.nsw.edu.au)

## BIRTHDAYS

We love to celebrate birthdays. However, with Covid 19 we have been forced to make adaptations to this process. When bringing food to school, it must be individually wrapped and store brought. Also, please be aware of the fact that there are students with **severe anaphylactic reactions** to things such as peanuts and eggs so please check the contents of food packets.

In order to ensure that all boys are included in the birthday celebrations, if your son has an allergy, it might be a good idea to provide a little treat for him to have when birthdays are celebrated. Please speak with your son's teacher regarding this.

**WE LOOK FORWARD TO A HAPPY AND SUCCESSFUL YEAR IN PARTNERSHIP WITH YOU AND YOUR SON.**