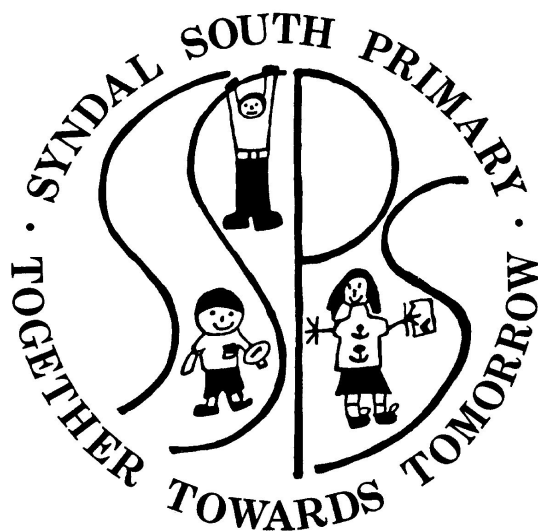


PARENT INFORMATION BOOKLET

CURRICULUM PLAN

2017



Level 3

Years 3 & 4

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INTRODUCTION

The Year 3/4 teachers have your child's education and welfare as their number one priority. We believe that meeting you personally and finding out more about your child can be extremely beneficial to all concerned. Please feel free to contact any of the Year 3/4 teachers throughout the year if the need arises. Parent/Teacher Interviews will be held in February and July and Student Reports will be distributed in June/July and December. At any other time email, ring or send a note (via student diary) to make a mutually convenient meeting time.

LEVEL 3 TEAMWORK

The Level 3 team collaboratively plans and evaluates all areas of the curriculum so that our focus is consistent across the level. We meet weekly at professional team meetings where we discuss best practice and latest curriculum initiatives. We ensure that the line of communication is open between us and regularly engage in formal and informal discussions about our students. We value the importance of evaluating teaching approaches, strategies and assessments as a team to maximise the potential of our students' learning.

GENERAL CLASS EXPECTATIONS

At Syndal South Primary School we aim to provide our students with the opportunity to develop the knowledge, skills, attitudes and values necessary to succeed in a constantly changing society.

The general aim in Level 3 is to provide a relaxed, happy and cooperative learning environment for all children. Students are encouraged to share their experiences in an atmosphere that promotes success and a feeling of self-worth. As a whole, the class will be focussing on the development of self-discipline and a sense of responsibility. Students will be encouraged to develop classroom organisational skills.

Students need to be responsible for remembering their equipment and materials for school, such as homework, library bags/books, diary and sports requirements. Students are also encouraged to be responsible for notices and newsletters. These should be placed in the green Syndal South Satchel to come to and from school.

Overall students are encouraged to be independent, self-disciplined, thinking people responsible for their own actions and the consequences of these actions.

STUDENT WELLBEING

At Syndal South we implement the Restorative Practices approach when dealing with student relationships and behaviour management. This is achieved in the following ways:

- Common language and approach to resolving issues used across the school.
- Circle Time – each class participates in Circle Time at least two times a week. Protocols are developed so that all students are heard and their contributions are valued. It is an effective way for students to build and maintain relationships within the classroom as well as discussing solutions to problems.
- On yard duty teachers have Restorative Practice scripts to help them provide focussed questions for students to answer and deal with issues as they arise in the yard.
- Mediated Student Conferences are held with students and teachers, when required, to restore relationships.

CURRICULUM OVERVIEW

The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum F–10 incorporates and reflects much of the Australian Curriculum F–10, but differs in some important respects, most notably the representation of the curriculum as a continuum of learning and the structural design.

The Victorian Curriculum F–10 includes eight learning areas and four capabilities. The learning areas of the Arts, Humanities and Technologies include distinct disciplines. The capabilities represent sets of knowledge and skills that are developed and applied across the curriculum.

If you would like more information, here is the link:

<http://victoriancurriculum.vcaa.vic.edu.au/>

To incorporate these learning areas and capabilities in an interesting and meaningful way, we present an **integrated curriculum** within an Inquiry Learning Framework. The questions to be explored this year are:

TERM 1 How does science influence the things you use?	TERM 2 How do living things thrive and survive?	TERM 3 First contact: What were they thinking?	TERM 4 How can we investigate our passion?
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How does science influence the things you use?

This inquiry is targeted towards chemical science and allows students to find the differences between liquids and solids, and also ask themselves the following question: ***How does science influence the things you use?*** What is a solid? What is a liquid? Questions students will be reflecting upon include:

- What physical or visual changes occur during changes of state?
- What properties can materials have?
- What influences material choice?

First contact: What were they thinking?

Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.

How do living things thrive and survive?

In this unit of inquiry students will realise that there are many things they can do to help make our environment sustainable for themselves, as well as other creatures and plant life. Students will group living things based on observable features and distinguish them from non-living things. They describe relationships that assist the survival of living things. They compare the key stages in the life cycle of a plant and an animal and relate life cycles to growth and survival.

How can we investigate our passion?

The key focus of this inquiry is for the students to investigate their own passions and how they can be lifelong learners. Students may investigate this question by moving through an inquiry process to investigate, explain, demonstrate and share something they are passionate about. Possible actions may include sharing their individual inquiry and reflecting upon what they have learnt.

CAPABILITIES

Personal and Social

The Personal and Social Capability is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.

Ethical

The Ethical Capability curriculum explores what it means for both an individual and society to live well. Students examine what we ought to do, how we ought to live, what kind of society we should have and what kind of person one should be. These questions concern individuals alone and relationships between people, and between people and environmental, social and economic systems. They involve contested and complex concepts.

Intercultural

In Levels 3 and 4, the curriculum focuses is on developing the knowledge, skills and understandings to enable students to learn about culture relevant to their social world of family, home, school, friends and neighbourhood. This includes cultural practices such as choice of food, clothing or housing, cultural celebrations and language.

The curriculum provides the opportunity for students to compare different cultures. They use their experiences of family, school and wider community to reflect on cultural diversity within Australia.

Critical and Creative Thinking

In Levels 3 and 4, the curriculum focuses on developing the knowledge, skills and understanding to improve and monitor thinking. Students learn and consider the advantages of different thinking techniques. Students learn there are different ways to respond to problems, visualise thinking and think more effectively.

In Level 3, the teaching of thinking involves explicit instruction in a range of strategies that unlock the analytical, critical and creative thinking abilities of students. The ***Thinker's Keys*** are a set of twenty different activities designed to motivate and engage students in a wide range of thinking tasks. ***De Bono's Six Thinking Hats*** are utilised to encourage children to provide different perspectives on problems and situations. Students are encouraged to use ***Graphic Organisers*** to plan, structure and interpret their research.

In Level 3 the Teaching about Thinking is encouraged through engaging students in reviewing and reflecting upon their learning. The students set academic, personal and social goals and regularly monitor their progress. They complete self and peer assessments and homework rubrics. The students use a Learning Journal to keep a record of their journey as learners.

ENGLISH

English includes the dimensions of ***Language: Knowing about the English language***; ***Literature: understanding, appreciating, responding to, analysing and creating literature***; and ***Literacy: expanding the repertoire of English usage***.

Language: Knowing about the English language

In the *Language* strand, students develop their knowledge of the English language and how it works. They learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, skills, attitudes, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text, and they study the connections between these levels. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They learn to reflect on their own speaking and writing and discuss these productively with others.

Literature: understanding, appreciating, responding to, analysing and creating literature

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of human experiences and the capacity for language to deepen those experiences. Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online forms. Texts recognised as having enduring artistic and cultural value are drawn from world and Australian literature. These include the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, texts from Asia, texts from Australia's immigrant cultures and texts of the student's choice.

Literacy: expanding the repertoire of English usage

The *Literacy* strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally. Students learn to adapt language to meet the demands of more general or more specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts, and about how more or less abstraction and complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, viewing, reading, speaking, writing and creating are all developed systematically and concurrently.

Reading

Our Reading program follows the CAFÉ approach which incorporates a combination of student choice, individual conferences to develop goals and authentic reading opportunities. The children are given the opportunity to choose books that are 'Good Fit Books' for them to read during class time. These are placed in personal book bags and used during the reading

sessions. The teacher meets with each child individually and works with them to set a goal for their reading, based on listening to them read and the results of class assessments. The teacher forms groups of students with the same reading goal and works with them to model and practise strategies to help them to achieve their goal. When children achieve a goal, the teacher conferences with them again to identify a new goal and they move into a new focus group. During each session the children can choose from a range of authentic reading opportunities including, Read to Self, Read to Someone, Reading on the Computer, Listening to Reading and Reader's Theatre. These reading activities give students a chance to practise their reading skills, building up stamina and working on their individual goals.

Some ideas to help your child with reading

- Encourage your child to read to the end of the sentence to enable him/her to gain further cues to the identification of an unknown word.
- Ask your child to listen to their own reading to ensure that it makes sense.
- Make sure that reading is an enjoyable experience for your child. Therefore, if your child wants to read a difficult book he/she has an interest in, read along with them. Reading is a sharing time that can give you the opportunity to discuss the content of a book.
- Encourage your child to read a range of fiction and non-fiction texts and ask questions that will help them improve their comprehension.
- Praise every effort in reading, especially if confidence is low. Don't compare your child's performance with that of relatives or friends.

Writing

Our writing program draws on giving children choice in their writing. This entails the students developing 'seeds' or ideas in a Writer's Notebook, which can be used for future writing. The seeds are be used as springboards for writing various text types, such as recounts, narratives, persuasive texts and poetry. Each writing session begins with a mini-lesson looking at one of the many skills of writing, such as text structure, grammar and punctuation. Students view pieces of writing to identify what makes a good piece of writing, such as voice and word choice. They draft pieces of writing from their seeds, edit and then conference in small teacher groups to discuss and revise their writing and then publish pieces of their choice.

Spelling

Spelling words correctly is important. Students are encouraged to use a variety of strategies in their spelling. They are taught to focus on visual (*the way a word looks*), sound/symbol (*sound pattern*) and morphemic strategies (*meaning of words*).

Students explore inquiry based words, personal words and specific words identifying particular visual or sound patterns. These words form part of both classroom and homework activities. Vocabulary based on our Inquiry units and on the student's own writing forms an integral part of the spelling

program. Activities are completed to reinforce the learning of these words in a meaningful context.

Some ideas to help children with spelling

- Your child should try to spell words for himself/herself by 'having a go' and then checking with adults, dictionaries, thesaurus, word lists or any other accurate source.
- Encourage your child to use the LOOK, SAY, COVER, WRITE, CHECK method to learn new words.
- Encourage your child to look at the shape of the word, for patterns in words and for words within words.

Handwriting

The correct formation of letters and joining according to the Victorian Cursive Script are revised and taught. Attention is paid to fluency and style of writing with the reinforcement of slope, size, shape and pencil grip. Children use an HB pencil and write on 18mm lines in year 3 and 14mm lines in year 4 with dotted thirds to assist with the correct sizing of letters. Students are encouraged to present all written work in a neat, legible manner. Year 4 students will be able to use a pen on obtaining their 'Pen Licence' during Term 3 or later.

MATHEMATICS

The understanding of basic mathematical concepts related to real life activities is a focus of the program. It includes the three dimensions of:

Number and Algebra

Number and Algebra are developed together, as each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. Students apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. Students build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry

Measurement and geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply

their understanding of them to define, compare and construct figures and objects. Students learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. Students build an understanding of the connections between units and calculate derived measures such as area, speed and density.

Statistics and Probability

Statistics and Probability initially develop in parallel and the curriculum then progressively builds the links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgment and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Use is made of a variety of teaching strategies, a focus on the learning needs of each student and a balance of teacher directed and student centred teaching strategies. We use a combination of whole class, small group and individual instructional strategies to provide explicit teaching for specific student needs.

Some ideas to help your child with Mathematics:

There are countless ways to help your child grasp mathematical concepts and skills. Calculation is not the only mathematical skill necessary at school. Geometry and Measurement, statistics and probability are all part of the Mathematical Curriculum and opportunities for experiences in these abound.

- **Games** – many children's games are mathematically based. Jigsaw puzzles provide early experience for visual planning skills to develop. Games where dice are used give opportunities for number use and understanding. Logic and strategy games sharpen young minds for thinking and planning ahead. Apart from the social language opportunities inherent in these games, the mathematical thinking involved is a huge value and cannot be taught in a formal sense.
- **In the kitchen** – cooking and preparing food involves numbers and measures. Ask your child to contribute at an early age, from counting how many people and how many potatoes, to trebling the recipe which calls for one and a half cups of flour. Temperature, weight, mass, time and length are all part of life in the kitchen, as are fractions, decimals and dozens.
- **Attitude** – the most important thing is that these activities provide useful, happy experiences in mathematical thinking. Resist the temptation to 'get heavy' or lecture. Keep it enjoyable. Learning happens best when the learner is ready and wants to learn.

DIGITAL TECHNOLOGIES

In Levels 3 and 4, students explore digital systems as well as collecting, manipulating and interpreting data. They further develop their computational thinking skills and record simple solutions to problems through text and diagrams, and develop their designing skills. They follow prepared algorithms, and progress to describing their own. With teacher guidance, students identify and list the major steps needed to complete a task or project. When sharing ideas and communicating in online environments they develop an understanding of why it is important to consider the feelings of their audiences and apply safe practices and agreed social protocols that demonstrate respectful behaviour.

Each student in Level 3 will be receiving a Google Drive account which will provide them with opportunities to learn, provide and get feedback, upload work tasks, communicate with students and teachers and learn in different ways. Students will use a range of Google Drive apps and extensions such as Google Docs, Google Slides and Google My Maps. Students can access their Google Drive at home through the internet.

HOMEWORK

Homework is a weekly task set to consolidate and extend concepts covered in class. It also provides students with an opportunity to develop good study habits and organisational skills. Homework is completed in a homework book. The content varies from week to week but generally consists of a combination of:

1. **Reading** – nightly reading is encouraged and monitored via the monthly reading sheets. Please listen to your child read, discuss the story with them and sign off each day. Each student is expected to return their reading record sheet weekly for monitoring purposes.
2. **Spelling** – students practise and explore strategies learnt and worked on in class.
3. **Maths** – the maths given is taken from concepts already presented at school. The practice of tables is particularly encouraged and of great benefit.
4. **Classroom Inquiry Unit** related activities - which may require the development of project/research skills.

Homework is collected, corrected and recorded. We ask for your support and cooperation in **encouraging neatness and pride** in the presentation of work, by ensuring your child has a quiet place to work and by signing off completed homework and reading tasks. If any aspect of the homework is not understood, please see or email your classroom teacher for clarification.

DIARIES

All Year 3 & 4 students have been issued with diaries in an effort to help them develop time management and organisational skills. Diaries also provide

parents with a way of “catching up” with their child’s homework requirements and are a source of communication between parents and teachers. Diaries are to be signed on a Friday by the parent and will be signed early the following week by the class teacher.

EXCURSIONS AND INCURSIONS

The Level 3 Team plans together when choosing the most relevant excursions and incursions to support the curriculum program. Parent assistance for Level 3 excursions is greatly appreciated and parents who are interested and available should complete the attached reply slip at the end of this booklet.

When assisting on an excursion, the number one priority is the safety of our students. If you become aware of any behaviour or situation which you feel endangers any student, please let us know and/or remind students about demonstrating appropriate behaviour at all times.

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

The Year 3 & 5 students will be involved in NAPLAN testing from the 9th - 11th May. It is important that your child participates in the series of assessments as the results are used both at a school level as data collection and as part of the students’ individual assessment by class teachers.

SPECIALIST PROGRAMS

Performing Arts - Glenys Ferguson

In Level 3, students have 1 hour of music per week with Mrs Glenys Ferguson. Students have a 30 minute combined class with all the year 3s or 4s to learn the skills and techniques of playing the descant recorder. They will be encouraged to undertake some regular practice at home. The music skills of ensemble playing and reading from music notation are taught. In the 30 minute general music class, students participate in a variety of activities like: singing, moving, dancing, listening, playing and creating.

Visual Arts – Flavia Petrucci

Students at Level 3 have a one hour lesson in the Art Room with Ms Flavia Petrucci each week. During the year they have the opportunity to use a range of art materials and equipment to communicate their ideas, observations and feelings. Students will work both independently and collaboratively to experiment with two and three dimensional materials. Painting, drawing,

photography, printmaking, modelling, construction and textiles will be explored by the students at this level. Development of an understanding and appreciation of the artwork of past and present artists is also an important focus of the program. Wherever possible the Visual Art Program works to link art lessons with the classroom curriculum.

Please note: Due to the range of materials used during art lessons, it is most important that the students wear protective clothing to all art lessons. A long sleeved shirt or smock will help to reduce the chance of getting paint on school clothes.

LOTE: Japanese - Eriko Miyagi

Students learn Japanese during a one hour lesson, which is taken by Mrs Eriko Miyagi every week. Students learn Japanese listening, speaking, reading and writing skills through experienced based activities. In Term 1 year 3 and 4 students explore how to use adjectives by describing their favourite animal and toys, and revise classroom instructions and self-introductions. Students are also given the opportunity to achieve awards by completing the hiragana reading assessments. Students are encouraged to practise hiragana reading at home for the assessment.

Health and Physical Education - Charlie Kenez

Studies in the Health and Physical Education area promote understanding of physical activity and movement, food and nutrition, health, safety, human development and human relations.

Aspects of the Health component covered include areas like the human body, food, growth, the dentist and personal hygiene.

The Physical Education Program for each class is composed of daily and weekly activities taken by the class teacher and the physical education teacher. The weekly timetabling for Level 3 is as shown below, satisfying the requirements as identified by the Department of Education.

Years 3 - 4 Skills based, minor games with an introduction of major games, intra-school sport

- 60 minute lesson with the Physical Education Teacher
- Regular jogger's track/laps of oval
- 45 minute weekly major games sport session
- A swimming program in Term 1
- Bike Ed. program for students in Year 4 during Terms 2, 3 and 4
- Just Get Active frequently in the classroom

After School Sport

During the year, a Federal Government Funded After School Sport initiative gives students an opportunity to try new sports. Additional activities include:

- Year 3/4 Camp at Phillip Island and Mount Evelyn in Term 4 every alternate year.
- Community Joggers & Cycling Club (every weekday morning before school)
- Year 3-6 Aerobics
- Sport Coaching Clinics
- Milo Cricket (Summer)
- Auskick Football (Winter)
- House Athletics Sports (Term 1)
- Active Transport to School Days
- Participation in Jump Rope every second year
- Fun Run every alternate year
- Physical Education Week activities during Term 4
- After School Basketball & Tee Ball teams
- Before School "Kelly Sports"
- Life Education Van

PARENTAL INVOLVEMENT

At various times throughout the year, the Year 3 & 4 teachers may require the assistance of parents for both classroom activities and/or excursions. Some parents have already indicated a desire to help. These offers are greatly appreciated. Please indicate on this slip if you are able to assist.

Thank you,
Level 3 teachers

Alana Aiello, Kayleigh Atkinson, Danielle Canavan, Justine Hagen, Kate Richardson

2017 LEVEL 3 PARENTAL INVOLVEMENT and ASSISTANCE

The Year 3 & 4 teachers expect 2017 to be a happy and productive one for all concerned, with parents and teachers working together as a team.

CHILD'S NAME: _____ CLASS: _____

I am able to assist the Year 3 & 4 teachers.

Preferred Day(s): _____

Area(s) I would be interested in assisting:

PARENT'S NAME: _____

PHONE: _____

EMAIL: _____