

# GRADE 3/4 2017 INFORMATION BOOKLET

## Teaching Staff

Kelly Barnett  
Thelma Bomford  
Hayley Cook  
Sharon Egan  
Jemima Gange  
Bree King  
Haley Rusch  
Vicki Cuskelly  
Tracey Price-O'Reilly  
Helen Thomson



# INTRODUCTION

We hope your child will have a happy and successful year.

This booklet outlines some aspects of the curriculum program for 2017. Where appropriate we have included some ideas which may assist your child's progress at school.

We endeavour to provide a curriculum which has the following characteristics:

- There is a progressive development of knowledge, skills and values
- Students are encouraged to respect others and work cooperatively with each other
- Students are helped to grow in confidence and to take responsibility for their own learning
- Account is taken of the variety of individual learning styles, and teaching strategies are varied accordingly

## TEACHERS

Ms Kelly Barnett	Grade 3/4B	Room 15
Mrs Thelma Bomford and Mrs Bree King	Grade 3/4TK	Room 12
Ms Hayley Cook	Grade 3/4C	Room 5
	(Assisted by Mrs Helen Thomson)	
Ms Sharon Egan	Grade 3/4E	Room 7
Mrs Jemima Gange	Grade 3/4G	Room 16
	(Assisted by Mrs Tracey Price-O'Reilly)	
Mrs Haley Rusch	Grade 3/4R	Room 10
	(Assisted by Mrs Vicki Cuskelly, Mrs Tracy Price-O'Reilly and Mrs Helen Thomson)	

# LANGUAGE

Reading, writing, listening and speaking are all part of the total language program.

## READING

Our aim is to establish a competence in reading and to extend it to a stage where a child can read with confidence for:

- information - to broaden the child's general knowledge and interests
- survival - to follow instructions
- recreation - for appreciation and pleasure

Classroom activities will provide for the development of the following:

1. Oral reading skills - fluency, expression, etc
2. Locational skills - use of dictionaries, atlases, etc
3. Comprehension skills – visualization,  
questioning,  
thinking aloud,  
predicting/prior knowledge  
identifying text structure  
summarising
4. Independent personal reading
5. Extension and enrichment of vocabulary
6. Enjoyment - reading for pleasure

Children are encouraged to take home a book each night. These are important for sharing together and developing an interest and enjoyment in reading.

### **Ways Parents Can Help:**

Home Reading Diaries (Year 3) and Student Diaries (Year 4) are provided.

Please record details of your child's daily reading habits.

These are to be returned EVERY DAY.

Encourage whole sentence reading to develop expression and fluency.

Ask questions about what is read.

Discuss the story with emphasis on their opinions and ideas about the story.

If the book is too difficult, simply read to the child.

Enjoy this time with your child.



# WRITING

Writing is a process that involves thinking, talking, reading and writing.

Through a process approach to writing, children experience how real writers write.

Writing experiences include personal writing (diaries), recounts of excursions, story writing, poetry, letters, publishing reports and information texts often related to the Integrated Curriculum.



An outline of the writing approach frequently used is described below.

1. Select a topic from their personal list of writing ideas.
2. Write a first draft. All writing in your child's "Choice Writing" and "Writing" books are drafts. These efforts are improved by the child using the following methods
3. Proof read to oneself, a friend or the teacher.
4. Have an editing conference where the mechanics of writing, spelling, punctuation and grammar are attended to. Children will be editing their own work after receiving assistance from their teacher and their peers.
5. Prepare for publication. The work may be typed or transcribed and presented as a book, a chart or a tape. Not all work is published and the children will be encouraged to publish pieces of work they wish to share.

## **Parents Can Help By:**

Encouraging children to always "have a go" at spelling words so that the context is not lost because of unknown spelling.

Praising all attempts at unknown words and offering constructive advice.

Write notes to your child and encourage them to write notes to you.

# LISTENING

In this day and age with so many things to take a child's attention it is important to emphasize and develop the skill of listening. Children should be able to listen to at least three instructions and then carry them out correctly. Listening is reinforced in all areas of the curriculum but is further encouraged through games, remembering details, following instructions and listening to stories.

## **Parents Can Help By:**

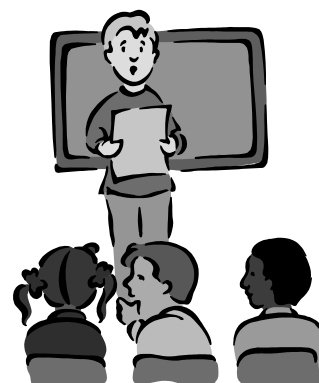
Give their child a sequence of instructions and ensure they are carried out.

Encourage their child to listen for specific details in a story.

# SPEAKING

Children are always expected to speak clearly, correctly, and politely and are encouraged through activities such as:

1. Taking part in news sessions.
2. Relaying messages clearly and accurately.
3. Giving directions.
4. Participating in drama and plays.
5. Presenting talks.



# SPELLING

Learning to spell is an aspect of learning to write. Learning to spell is a very active process; children need to use words both orally and in writing. Good spellers are good at problem solving. They are able to draw on visual, auditory, morphemic and etymological knowledge. Children's list words for the week will be on an individual basis. They will come from their individual writing. Each child will have 3 to 5 words as homework and at school. All children will be expected to:

**LOOK** at the word, so they have a picture of it in their head. Be able to visualize it with their eyes closed.

**SAY** the word.

**NAME** the letters of the word.

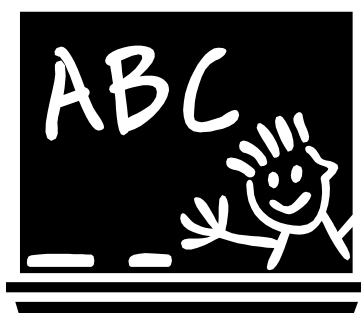
**COVER** the word.

**WRITE** the word.

**CHECK** the word, and tick letter by letter.

## Parents Can Help By:

1. Encouraging children to "have a go" at spelling words they are not sure of when writing at home.
2. Let the children write at home.
3. Leaving letters for your children.
4. Playing word games, Scrabble, Hangman, Boggle.
5. Simply being aware and interested in words.
6. Discuss word derivations and base words.

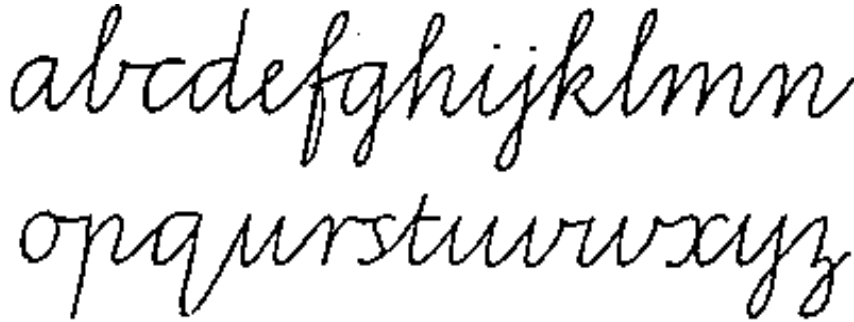


# HANDWRITING

In Year 3, children are taught joining skills and attention is given to letter formation, size, shape, spacing and presentation.

Joined cursive script will be introduced in the second half of the year when the children have fully established their basic handwriting skills.

## EXAMPLE OF JOINING



A highlight in Year 4 is the transition from writing with a pencil to a pen. Pen licences will be issued during the year to children maintaining:

- Correct pencil hold
- Regular size
- Regular spacing
- Slope
- Correct joins
- Fluency.

Neat book work is expected in all curriculum areas and children are encouraged to take pride in any work they present.



### **Parents Can Help By:**

Checking for correct pencil grip.  
Encouraging and praising neatness and overall presentation.

# MATHEMATICS

In Mathematics the children are involved in positive learning experiences in which they develop confidence and a sense of achievement in the following areas: Number, Measurement, Chance and Data, Space, Working Mathematically and Structure.

Over the course of the year, students will continually revisit each dimension to revise, build upon and extend their knowledge. We use a variety of concrete materials and equipment to develop children's understanding of concepts, e.g. M.A.B. Base 10, abacus, fraction kits, the interactive whiteboard and educational games. Automatic response is necessary to assist students in completing tasks more efficiently. Wherever possible, mathematical activities are related to 'real life' situations.

## Number and Algebra

The *Number* dimension focuses on developing students' understanding of counting, calculating and ordering.

*Tables* - from 1 times to 12 times, both multiplication and division facts,

e.g.  $6 \times 5 = 30$ ,  $5 \times 6 = 30$ ,  $30 \div 6 = 5$ ,  $30 = 5 \times 6$ ,  $5 = 30 \div 6$  etc

- Addition facts to 20 e.g.  $7 + 9$ ,  $11 + 5$

- Subtraction facts to 20 e.g.  $20 - 9$ ,  $17 - 8$

Competing in class and inter class Tables Challenge encourages students to learn their tables.

## Pattern and Order

- Counting backwards and forwards within range of 1 - 10 000
- Continue sequences 7, 15, 23, \_\_, \_\_, 47
- Doubling and halving within range 1 - 10 000

## Place Value

Range 1 to 10 000

- Write numerals and words up to 10 000
- Display an understanding of place value,  
eg.  $1275 = 1000 + 200 + 70 + 5$  - the 2 has the value of  $2 \times 100$ , etc.
- Sequences / order eg. 650, 700, 750, 800.
- Extended notation to 10 000 eg.  $5436 = 5 \times 1000 + 4 \times 100 + 3 \times 10 + 6 \times 1$
- Decimals and fractions using tenths and hundredths

## Money

- Recognise and name all coins and notes.
- Equivalent values to \$1 eg.  $75 \text{ c} = 50 \text{ c} + 20 \text{ c} + 5 \text{ c}$
- Buy, sell and give change to \$1
- Simple computations using +, -, and x

## Geometry and Measurement

The *Geometry and Measurement* dimension focuses on developing students' understanding of unit, measure, shape and location.

### *Length*

- Formal units e.g. centimetre, metre, kilometre, introduce millimetre
- Estimation activities

### *Mass*

- Formal units e.g. grams, kilograms
- Estimation activities

### *Area and Perimeter*

- Perimeter as the distance around a shape
- Introduction to concept of area covering space e.g. tangrams, tiles, mosaics.

### *Volume and Capacity*

- Formal units e.g. litre - introduction of millilitre
- Estimation activities

### *Time*

- Tell time to five minute intervals
- Estimate time to one minute intervals
- Record time in both digital and analogue form eg  $\frac{1}{4}$  to 7 6:45
- Calendar - months, seasons, read calendar and locate specific information

### *Graphs*

- Create and interpreting a variety of graphs

### *Spatial Relations*

- Naming and describing 2 dimensional shapes e.g. square, triangle
- Naming and describing 3D shapes e.g. pyramids, cones
- Lines - vertical, straight, parallel
- Recognising and describing angles

### *Location*

- Using correct terminology to give directions
- Using grid co-ordinates to local items on a map

## Statistics and Probability

The *Statistics and Probability* dimension focuses on developing students' understanding of the likelihood of events occurring.

- Carry out simple data investigations for categorical variables
- Interpret and compare data displays
- Conduct chance experiments, list possible outcomes and recognize variations in results.

## Working Mathematically

*Working mathematically* focuses on developing students' sense of mathematical inquiry: problem posing and problem solving, modelling and investigation.

- Complete worded problem
- Use correct mathematical skills to investigate and solve problems





# LEARNING THROUGH AN INTEGRATED CURRICULUM

The Victorian Curriculum F-10 is the curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities.

It sets out what every student should learn during their first eleven years of schooling. It incorporates the following learning areas: the Arts, English, Health and Physical Education, the Humanities, Languages, Mathematics, Science and Technologies. Key capabilities taught include Critical and Creative Thinking, Ethical, Intercultural and Personal and Social.



The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

## HUMANITIES

Throughout the year, the children will investigate various aspects of Australian history ranging from early Aboriginal culture, society and dreamtime stories, through to the arrival of the First Fleet and early white colonization and ANZAC Day. They shall explore Australia's current place in the world and consider our present diverse and multicultural community and their place in it.

## SCIENCE

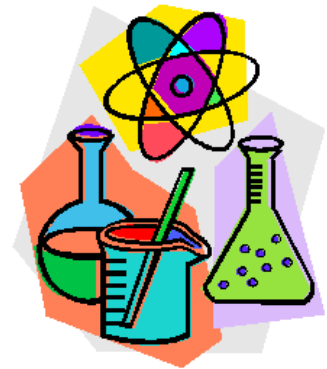
The children are encouraged to use science ideas to question and explain their observations of natural phenomena and to investigate and seek evidence to support simple scientific ideas. By investigating everyday occurrences such as the weather, the life cycle of a plant, night and day and plant and animal classification, they begin to see science as a useful set of ideas for interpreting and understanding the world around them. Science is dynamic and forward looking. Our society is being continually confronted, challenged and redirected by ideas borne from people's curiosity, imagination and dreams about what might be possible. Our goal is to begin to develop citizens who are capable of engaging in informed community debate about scientific issues and their effects on our world.

# INTEGRATED TOPICS

Term 1 Valued Beginning  
Aboriginal Dreamtime



Term 2 ANZAC Day  
Science 'Why is it so?'



Term 3 Healthy Body, Healthy Mind, Healthy Spirit  
Life Education  
Country Study - Africa



Term 4 Flight  
Christmas



# EXPRESSIVE ARTS

## PERFORMING ARTS – Mrs Lynne Burt

A varied and creative Music program is provided weekly for each class. The program provides for playing, singing, moving, listening, creating, improvising, reading and writing music through a wide variety of activities. Students work independently and in groups and are encouraged to develop skills in confidence, persistence, organisation, getting along and resilience in addition to musical skills.



Specific work with Year Three and Four students will focus on developing their ability to play the recorder and a selection of melodic percussion instruments. They will also continue to work on understanding conventional formal notation and reading and writing music,. They will have the opportunity to create music and improvise on these instruments, and will work co-operatively to present ensemble pieces.

There is a Percussion Ensemble and a Choir for senior students. Rehearsals will be held on Friday and Thursday lunchtimes respectively.

There are also a number of visiting teachers who conduct lessons in Drumkit, Keyboard, Guitar, Songwriting and Voice during school time.

## ART AND CRAFT – Mr Ray Legione

A weekly lesson is taken in the Art Room in addition to classroom activities.

The aim is to provide stimulating learning experiences which promote self-expression, provide for creativity and imagination in addition to the development of particular skills. There are seven main areas to be covered in the Art and Craft program:-

Painting  
Drawing  
Printing  
Collage/Paper skills  
Construction/Threads  
Textiles  
Modelling/Sculpture



# LIBRARY

Year 3/4 students have a weekly library session of forty minutes with their class teacher. These sessions focus on the exploration of a range of literature and library specific research skills.

Students can borrow up to three books and are encouraged to read widely for both leisure and project work. In addition, the library is open before school and at lunchtime on a Wednesday and Friday for borrowing and browsing.



## LOTE – Ms Becky Liu

Students in Years 3 and 4 will have one L.O.T.E. lesson of 40-45 minutes per week. This year students will be introduced to many aspects of Chinese culture including popular festivals, hobbies, food and customs. Comparisons will be made between China and other countries in Asia as well as between China and Australia. Year 3 and 4 students will also develop an understanding of different elements within spoken and written Chinese, working towards building a strong foundation in the language.

## PHYSICAL EDUCATION – Ms Kate Schie

In addition to many classroom activities, children participate in a weekly PE session focusing on:-

Ball Handling  
Gymnastics  
Minor games  
Tabloid sports  
Athletics  
Dance  
Swimming



The 3/4 Sports program involves the introduction of Minor Games such as:

Rounders  
Newcombe  
Continuous Cricket  
Wicket Ball  
Circular Pillar Ball

Please ensure your child has appropriate clothing for the regular sessions. eg: runners, shorts, tracksuit, etc. Hats and sunscreen are also necessary in Terms 1 & 4.

# YEAR 3 CAMP

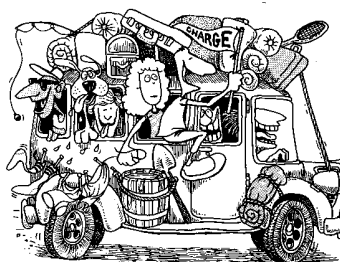
This year, the Year 3 Camp will once again be held at Camp Marysville. The Year 3 students will be able to enjoy the wonderful experiences offered in Marysville from Wednesday, 6<sup>th</sup> September to Friday, 8<sup>th</sup> September.

The aims of this program are for students to:

- Broaden their experiences in different environments
- Foster independence and responsibility
- Develop skills of living in a cooperative manner

During this 3 day camp, the students will experience a wide range of outdoor activities such as:

- \* canoeing
- \* low ropes course
- \* climbing tower
- \* gardening
- \* nature walks
- \* cooking
- \* drumming



Yes, it's lots of fun! Please take the time to have a look at Camp Marysville's website [www.campmarysville.org.au](http://www.campmarysville.org.au) for more detailed information about their programmes and facilities.

# HOMEWORK

A short, but regular allocation of homework at this age begins to establish sound habits for later schooling. Each week a spelling, times tables and reading activity will form the basis of homework. Students should work towards being able to recite their times tables with both speed and accuracy. Students will sometimes also be asked to complete a further homework activity of their choice each week from a rubric of wide ranging tasks. Parents can assist by helping their child to set aside time each day for reading and the written activities. They can also assist with the presentation of homework by encouraging neat setting out, writing and illustrations. It would be appreciated if parents could sign completed activities each week.

Please speak to your child's teacher if your child is experiencing any difficulties with homework.

Homework is sent home Fridays and is required back at school the following Thursday.



# NAPLAN

This year the Naplan tests will be administered in May and you will receive a report of your child's progress in relation to Year 3 children in all states. A few things to know about Naplan:

- Is one part of the reporting process.
- Provides an indication of your child's progress.
- Is administered in Term 2.
- The test consists of 4 sections:
  - a. Reading
  - b. Language conventions
  - c. Writing
  - d. Mathematics
- All children in Australia take part in the Naplan process.
- The children do past AIM and Naplan tests to prepare them for the process.

# STUDENT WELLBEING

Student Wellbeing forms the basis of all class programs at Bimbadeen Heights. Through a positive, proactive approach, we aim to provide students with a school environment and curriculum that will allow them to become happy, successful achievers possessing the qualities and attitudes that will lead them to a life long love of learning and personal fulfillment.

The 'You Can Do It!' Education Program provides the major focus for our wellbeing programs and is implemented throughout the school. Through regular participation in class activities, students are encouraged to develop the positive ways of thinking and personal resources that are associated with the four foundations for achievement and social-emotional wellbeing: Getting Along, Organisation, Persistence and Confidence. These all contribute to the development of the fifth foundation – Emotional Resilience.

In addition to 'You Can Do It!' students participate in a range of class activities in the areas: social skill development, conflict resolution, problem solving, cyber safety, anti-bullying, health and drug education. Individual Learning Plans may include a behavioural or social focus for students in need and where necessary, individual or small group programs are implemented with the assistance of support staff. At all year levels, students are given the opportunity to show leadership and are encouraged to develop supportive relationships with other students and teachers both within their class and year level and throughout the school.

All Year 3 children participate in regular "Girl Wise" and "Blokes" sessions commencing in Term 2. In these sessions the children are involved in a wide range of indoor and outdoor activities that aim to build social skills through co-operative games, role-play and group learning tasks.

Year 4 children participate in Chess lessons commencing in Term 2. As well as teaching children a new and complex game involving a number of problem solving and strategic thinking skills, Chess sessions also encourage children to work cooperatively with a wide group of boys and girls in their year level that they might not otherwise socialise with.

## **FEATURE STUDENT – TLC (TEACHER LEARNER CONVERSATIONS)**

We are continuing with our ‘Feature Student – TLC’ (Teacher Learner Conversations) this year. This is a system where every child will be scheduled as a ‘Feature Student – TLC’ once every two to three weeks. The calendar or list will be on display in the classroom so that children will know when their day is coming up.

On their allocated day the teacher will make sure that they formally check on the student’s reading, writing and numeracy learning and will have a 1:1 conversation with the feature student where they will talk about their learning, what they’re struggling with, what they’re enjoying, any social or friendship issues and anything else that they wish to talk to the teacher about. The teacher will take notes during these conversations.

This is not replacing the ‘Star of the Week’ or other special well-being programs that many classes already have in place. It is also important to understand that this does not mean that the teacher will be focussing on the Feature Students to the detriment of others. They will of course continue to listen to other children read, conference their writing, provide feedback to children and make time to attend to other students needs every day. The ‘Feature Student – TLC’ system is a simple, structured way to ensure that every child gets the benefit of formal teacher feedback on a regular basis.