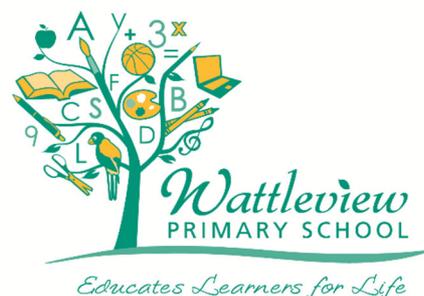


## Grades 3 and 4 Information Booklet 2017



### Teachers:

**Miss Sandra Dovey: 34D**

**Mrs Pauline Paine: 34P**

### Curriculum

Across the school, we use the Victorian Curriculum to plan, deliver and assess teaching and learning. The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The design of the Victorian Curriculum F–10 is set out below:

Learning areas	Capabilities
<p><b>The Arts</b></p> <ul style="list-style-type: none"><li>• Dance</li><li>• Drama</li><li>• Media Arts</li><li>• Music</li><li>• Visual Arts</li><li>• Visual Communication Design</li></ul> <p><b>English</b></p> <p><b>Health and Physical Education</b></p> <p><b>The Humanities</b></p> <ul style="list-style-type: none"><li>• Civics and Citizenship</li><li>• Economics and Business</li><li>• Geography</li><li>• History</li></ul> <p><b>Languages</b></p> <p><b>Mathematics</b></p> <p><b>Science</b></p> <p><b>Technologies</b></p> <ul style="list-style-type: none"><li>• Design and Technologies</li><li>• Digital Technologies</li></ul>	<p>Critical and Creative Thinking</p> <p>Ethical</p> <p>Intercultural</p> <p>Personal and</p>

## English

### Reading and Viewing

In Grades 3 and 4 (Levels 3 and 4 of the Victorian Curriculum), students will engage with a variety of texts for enjoyment. They will listen to, read, view and interpret a variety of texts, in which the primary purpose is to entertain, as well as texts designed to inform and persuade. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. They will be learning how to identify literal and implied meaning, connecting ideas in different parts of a text. They will learn how to select information, ideas and events in texts that relate to their own lives and to other texts. Across the school, we are incorporating the following six comprehension strategies, into our planning, teaching and assessment of reading: **Prediction and prior knowledge, questions and questioning, summarising, text structure, thinking aloud and visualising**. We will also be incorporating reading strategies from the **Café** (Comprehension, Accuracy, Fluency and Expression) Reading Program.

### Writing

Students will create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions. They will be expanding their understanding of grammar and will choose vocabulary and punctuation appropriate to the purpose and context of their writing. They will learn how to use knowledge of sounds and high-frequency words to spell words accurately, checking their work for meaning. They will legibly write using consistently sized joined letters. Across the school, we are incorporating the **Seven Steps to Writing Program** into our planning, teaching and assessment of writing. We are also using the **Sound Waves Spelling Program**, which is a synthetic phonemic approach involving a sound-to-letter strategy, which acknowledges that sounds can be represented more than one way in written form. It then explores the letters that represent these sounds and how they can be put together to form written words. Students will work focus on a sound each week, using words at their own level. The program includes challenge words, to advance spellers that are more competent.

### Speaking and Listening

Students will learn how to listen for key points in discussion. They will learn the use of language features to create coherence and add detail to their texts. They will learn how to express an opinion based on information in a text. They will learn how to create texts that show understanding of how images and detail can be used to extend key ideas. Students will learn to create structured texts to explain ideas for different audiences. They will make presentations and contribute actively to class and group discussions, varying language according to context. In accordance with the Victorian Curriculum, students will communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments

For more information about the **Seven Steps to Writing Success Program**, you can visit the following website:

<https://www.sevenstepswriting.com/>

Information about the **Sound Waves Spelling Program**, can be accessed at the following website:

<http://www.fireflyeducation.com.au/soundwaves>

## Mathematics

In **Grades 3 and 4**, through the components of the Victorian Curriculum, students increasingly use mathematical terms and symbols to describe computations, measurements and characteristics of objects. The curriculum for mathematics is separated into the three areas of **number and algebra**, **measurement and geometry** and **statistics and probability**.

In **Grade 3**, students will participate in **number and algebra** activities to develop their knowledge and understanding of:

- recognising, modelling and ordering numbers to at least 10 000 and placing four digit numbers on a number line with regard for scale.
- partitioning and re-arranging to facilitate calculations involving addition and subtraction.
- using single digit addition and related subtraction facts, and recalling multiplication and related division facts for twos, threes, fives and tens.
- formulating and solving simple multiplication and division problems.
- estimating answers and use technology to check calculations.
- grouping money to a specified value in several ways, and calculate change required in simple transactions.
- modelling and representing multiples of unit fractions up to a whole, using arrays on a number line.
- writing simple rules for number patterns and generate those patterns.

Through **measurement and geometry** activities, students will use metric units of length, mass and capacity to measure, order and compare objects. They will associate angle with measure of turn and compare angles in everyday situations. They will tell the time in minutes and convert between units of time. They will also use simple grids in maps and identify symmetry.

Through **statistics and probability** activities, students will carry out investigations, collect and organise data into categories and use different methods with and without technology to display the data. They will also conduct experiments involving chance, describe possible outcomes and recognise variability in results.

In **Grade 4**, students will participate in **number and algebra** activities to develop their knowledge and understanding of:

- modelling, representing and ordering numbers to tens of thousands, and extending place value to tenths and hundredths.
- Investigating odd and even numbers and exploring number patterns based on multiples of 3, 4, 6, 7, 8 and 9.
- developing facility with multiplication facts up to 10 x 10 and related division facts.
- investigating simple equivalent fractions and counting by halves, thirds and quarters, and locating corresponding elements on a number line.
- using simple decimals to solve money problems including total cost and change. They solve simple number sentences and word problems involving all four operations.

Through **measurement and geometry** activities, students use scaled instruments with metric units to measure and compare length, mass, capacity and temperature. They will compare shapes and objects using familiar metric units for area and volume, and compare angles with respect to a right angle. Students will use 'am' and 'pm' notations, and solve simple time problems, including

conversions between units of time. They will construct new shapes by combining or splitting common shapes, and create symmetric patterns, pictures and shapes with and without the use of technology. They will also interpret and use basic maps with simple scales, directions and legends.

Through **statistics and probability** activities, students will select and trial different methods for collecting data, including surveys. They will construct suitable data displays with and without the use of technology, where there is a many-to-one relationship between elements of graphs and data, and evaluate the effectiveness of different displays. They will also identify relative likelihood of everyday events, and identify events that are mutually exclusive and events that are independent.

Where required, students will have the opportunity to access the Mathematics curriculum at lower and higher levels, to ensure they are participating in work that is both achievable and challenging for their particular learning needs.

## **The Humanities** (Civics and Citizenship, Geography and History)

### **Civics and Citizenship**

The Level 3 and 4 curriculum introduces students to democracy in the context of the familiar and personal as well as the purpose of local government and the services it provides to the community. It explores an understanding of democracy as rule by the people through learning about decision making within communities. Students consider the purpose of creating rules for groups and how rules and laws affect them. Students also explore how individuals participate in their community, cultural diversity and how belonging to different groups can shape personal identity.

### **Geography**

In Levels 3 and 4, the curriculum continues to develop students' mental map of the world and their understanding of place through examining the major characteristics of Australia, Australia's neighbouring countries and Africa and South America. The concept of place is developed by examining the similarities and differences between places within and outside Australia. Students use the geographic concepts of environment and space to examine the similarities and differences between places in terms of the climate and the types of settlements. Students will also consider the significance of places and environments. They will explore how feelings and perceptions form the basis of actions to protect places and environments that are of special significance. They will be introduced to different views on how sustainability can be achieved.

### **History**

**Community and First contacts:** In Levels 3 and 4, students explore the history and diversity of their community and the celebrations and commemorations, symbols and emblems important to Australians and others. They are introduced to world history and movement of peoples. 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. Students will apply the following historical concepts and skills to the historical knowledge: sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

## Mappen

Our Integrated Studies topics (incorporating Humanities subjects of Civics and Citizenship, History, Geography and integrating English and Mathematics) are from the 'Mappen' online curriculum and professional learning program. They are as follows:

<p><b>Term 1:</b></p> <ul style="list-style-type: none"><li>• <b>Developing our learning culture</b></li><li>• <b>Community: First Contact</b></li></ul>	<ul style="list-style-type: none"><li>• Teachers will learn what engages their students and students will understand that there are different learning preferences. Students will understand expectations of behaviours by considering rules in the classroom and be able to contextualise the social skills they will focus on as they work with other students.</li><li>• Students will learn about the lives of the First Australian's before European settlers arrived in Australia and the causes and reasons for the journey of the First Fleet. They will practise thinking and acting like historians as they are immersed in stories of first contact between Indigenous Australians and European Settlers.</li></ul>
<p><b>Term 2:</b></p> <p><b>Sustainability: Wow look what we've got</b></p>	<ul style="list-style-type: none"><li>• An excursion to a National park stimulates students' interest in ways that sustainable practices can be employed to preserve our precious environment. This unit builds a respect and wonder of the beauty of nature. Conducting experiments opens students' eyes to the world of science and ways in which science can help us to better understand the physical nature of things.</li></ul>
<p><b>Term 3:</b></p> <p><b>Social Justice: In their shoes</b></p>	<ul style="list-style-type: none"><li>• An understanding of the rights of disabled and financially disadvantaged people in our community is developed throughout this unit. Students are given hands on experiences to promote awareness of those with a physical disability or those suffering from financial hardship. They are also provided with opportunities to understand the rules and laws that are expected to be upheld in our society.</li></ul>
<p><b>Term 4:</b></p> <p><b>Creativity: Preparing the stage</b></p>	<ul style="list-style-type: none"><li>• Students are scaffolded through the creative process of developing interesting characters, settings, and stories as they build a story. They will develop storyboards, design and build props for purpose and photograph moments of their story.</li></ul>

For more information about the '**Mappen**' Program, you can visit the following site:

<https://getmappen.com/info/>

## The e5 Instructional Model

The e5 Instructional Model is a reference point for school leaders and teachers to develop a deeper understanding of what constitutes high quality teacher practice in the classroom. Our lesson plans are developed incorporating this model.

<b>Engage</b>	<ul style="list-style-type: none"> <li>• Develop shared norms</li> <li>• Determines readiness for learning</li> <li>• Establishes learning goals</li> </ul>
<b>Explore</b>	<ul style="list-style-type: none"> <li>• Prompts enquiry</li> <li>• Structures enquiry</li> <li>• Maintains session momentum</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>• Presents new content</li> <li>• Develops language and literacy</li> <li>• Strengthens connections</li> </ul>
<b>Elaborate</b>	<ul style="list-style-type: none"> <li>• Facilitates substantive conversation</li> <li>• Cultivates higher order thinking</li> <li>• Monitors progress</li> </ul>
<b>Evaluate</b>	<ul style="list-style-type: none"> <li>• Assesses performance against standards</li> <li>• Facilitates student self-assessment</li> </ul>

## NAPLAN

NAPLAN test will be conducted during the second week of May as follows:

<b>Tuesday 9 May 2017</b>	<b>Tuesday 9 May 2017</b>	<b>Wednesday 10 May 2017</b>	<b>Thursday 11 May 2017</b>
<b>Year 3</b>	<b>Language conventions</b> <i>40 minutes</i>  Writing <i>40 minutes</i>	<b>Reading</b> <i>45 minutes</i>	<b>Numeracy</b> <i>45 minutes</i>

This is just one form of assessment and students in Grades 3 and 4 are continually assessed using both formative and summative assessments throughout the year. If you would like any further information about assessments, please contact your child's teacher.

## Homework

- Students in Grades 3 and 4 distributed homework activities on a Friday morning, to be completed and handed in the following Thursday morning.
- They have homework diaries, to record their daily home reading. At Grade 3 and 4, we encourage the students to choose their own home readers, stemming from their own interests.
- They can log on to the **Mathletics**, **Literacy Planet** and **Sound Waves** programs, to practise their English and Mathematics skills.

## Excursions

<b>Term 1</b>	Swimming Program
<b>Term 2</b>	Excursion to a national park (related to Mappen unit)
<b>Term 3</b>	Incursion (related to Mappen unit)
<b>Term 4</b>	School Camp and excursion (related to Mappen unit)

## Specialist Timetable

	<b>Performing Arts</b>	<b>Visual Arts</b>	<b>Physical Education</b>	<b>Library</b>	<b>Computer</b>
<b>34D</b>	Monday 12:30	Thursday 9:00	Wednesday 2:30 Thursday 10:00 <b>Level 3 Sport</b> Thursday 12:30	Friday 11:30	Tuesday 12:30
<b>34P</b>	Thursday 2:30	Wednesday 2:30	Thursday 9:00 Friday 11:30 <b>Level 3 Sport</b> Thursday 12:30	Wednesday 11:30	Tuesday 11:30