



## Grade 3/4 Information Booklet 2019

### Teachers:

Mr Andrew Reardon (Abbie Adams on a Wednesday).

Miss Sandra Dovey (Andrew Higgins on a Tuesday).

Miss Cheree Beet

### 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.

### 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.

### 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 6+1 Writing Program into our planning, teaching and assessment of writing. We are also using the Jolly Grammar Phonics 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.

### **Mathematics:**

Students will be engaging with a range of Mathematical Concepts across their journey in Grade 3/4 . For the most part, students will be working with concepts at their level and completing tasks, and assessments, on their own learning pathway.

In Grades 3 and 4, students will be exploring the curriculum areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability.

### **3-6 Workshops:**

Students from Grade 3 and onwards will be participating in a multi-age program that is designed to target students specific point of learning, regarding the 4 Processes (Addition, Subtraction, Multiplication and Division). Each student enters the workshop based on understanding 90% of each targeted concept. Each week they will focus on one concept to embed and develop fluency in each area, appropriate to their level.

### **Mathematics Flexible Learning Groups:**

Flexible Learning Groups are designed based on students prior knowledge, based on Essential Assessment data. This ensures all students are working as closely aligned as possible with their optimal learning path. As students engage with the curriculum at their entry point, and are able to develop understanding of concepts at their own pace. Students are able to progress through these groups as they develop concepts at a steady pace, in a dedicated setting.

### **Integrated Studies 2019:**

Our Integrated Studies units are planned in an odd/even year cycle, to incorporate different areas of the Victorian Curriculum.

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Cultural Diversity</b>	<b>Earth Science</b>	<b>Australian History</b>	<b>Digital Systems</b>

For further information feel free to follow the link below to the Victorian Curriculum Website.

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

### **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>	<b>Explore</b>	<b>Explain</b>	<b>Elaborate</b>	<b>Evaluate</b>
-Develop shared norms - Determines readiness for learning - Establishes learning goals	-Prompts enquiry - Structures enquiry - Maintains session momentum	-Presents new content - Develops language and literacy - Strengthens connections	-Facilitates substantive conversation - Cultivates higher order thinking - Monitors progress	-Assesses performance against standards - Facilitates student self-assessment

### **Diaries/Homework**

Diaries are an integral form of communication between school and home, as well as an organisational tool for our students. Important information, notices and homework will come home in the student diary. We ask that the parents sign the diary each week which indicates to us that you are aware of what is happening for the week. We may write a comment to you through the diary or make a request for you to contact us. You can also do the same in the diary. There are absence slips in the back of the diary for your convenience when your child has been absent from school or you can log this information straight on Compass.

Diaries need to be at school each day and placed on the student's work space. It goes into their bags at 3.30pm to go home. Diaries need to 'live' in

their bags when otherwise not being checked by parents or notices being taken out of them and handed over, or homework being logged.

Over the year, homework will consist of various literacy and numeracy activities, reinforcing what is being taught in the classroom. Homework is set on a Monday and due on Friday. Tasks may vary week to week and it will be up to each student to complete their homework tasks and hand their diary in on a Friday.

### **Responsibility for learning/behaviour:**

In Grade 3/4 there is a high expectation in regards to students taking responsibility for their own learning and behaviour within the classroom and the school yard.

By this time of the year, students are well aware of their expectations and how they are to conduct themselves as representatives of the 3/4 community.

Each classroom their own behaviour agreements, in which the students have signed and are expected to follow at all times. These are similar throughout the year level and are to be carried out, even when you're not with your classroom teacher (eg, 3-6 workshops and Jolly Grammar sessions).

### **Camp**

In October 2019, students will be fortunate enough to take part in Wattleview Primary School's Camping Program. Grade 3 and 4 students will be travelling to CYC Phillip Island by coach, and experiencing some of the highlights 'The Island' has to offer.

Students will be able to participate in beach walks, pelican feeding, penguin parades, rope courses, archery as well as gaining independence in a safe and social environment.

Accompanying the students will be Grade 3/4 teachers, ES staff, and members of the Principal class.

Further information and payment details will be sent out at the beginning to Term 2 allowing in excess of five months to complete payments.

### **NAPLAN**

Year	Tuesday 14 May	Wednesday 15 May	Thursday 16 May
Year 3	Language conventions: 45 minutes  Writing: 40 minutes	Reading: 45 minutes	Numeracy: 45 minutes

Year 5	Language conventions: 45 minutes  Writing: 40 minutes	Reading: 50 minutes	Numeracy: 50 minutes
--------	---	------------------------	-------------------------

## Chromebooks

Wattleview Primary School are now in the position of offering Chromebook use to students from Grade 1-6. For those who are a little unsure, Chromebooks are laptops that use a Google Chrome Operating System, rather than a Windows or a Mac OS. They can be used in the standard laptop form and can also be used as a tablet, due to the touch screen capabilities. These Chromebooks are owned by the school and students are aware of their responsibilities when in operation of one.

Google Apps for Education allows us to extend learning and provide students with an opportunity to explore, create and collaborate safely in a 21 century digital environment. Students are learning real life skills, whilst enjoying the experiences that Google Apps provide. Students in 3/4 will use Chromebooks for a number of purposes including online assessment, the publishing of work, completing presentations, researching, exploring and a variety of other functions.

We understand that there may be some concern with your child operating in an online forum. We assure you that the use of Google is completely safe and is protected and managed by the Victorian Department of Education and Training. Should you have any queries, please feel free to come and talk to your child's teacher.

## Specialist/JIGSAW Timetable 2019:

### Jigsaw Program:

This year, each 3/4 class will have an hour session a week of the Jigsaw Program. This is a social competencies program facilitated by Mr Higgins, which addresses social, emotional and well-being factors in students' daily lives. This program also has anti-bullying initiatives to promote students' understanding in problematic situations.

VISUAL ART	PERFORMING ART	PHYSICAL EDUCATION	JIGSAW
------------	----------------	--------------------	--------

<b>3/4B</b>	12:30-1:30	11:30-12:30	10:00-11:00	10:00-11:00
<b>3/4D</b>	10:00-11:00	12:30-1:30	11:30-12:30	12:30-1:30

<b>3/4R</b>	11:30-12:30	10:00-11:00	12:30-1:30	11:30-12:30
	<b>Teacher</b> Amanda Oliver	<b>Teacher</b> Abbie Adams	<b>Teacher</b> Andrew Higgins	<b>Teacher</b> Andrew Higgins/Classroom Teacher.

**Excursions/Incursions:**

<b>Term 1</b>	Swimming Program
<b>Term 2</b>	MSO Excursion Friday 14th June 2019
<b>Term 3</b>	Museum (TBA)
<b>Term 4</b>	Robotics Incursion (TBA) Camp 21st-23rd October