Grades 3 and 4 Information Booklet 2018

Teachers:

Mr Tyler Amiguet: 34A

Miss Sandra Dovey: 34D

Mrs Pauline Paine: 34P (Kate Nelson on Wednesdays)

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
The Arts • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design **English** **Health and Physical Education** **The Humanities** • Civics and Citizenship • Economics and Business • Geography • History **Languages** **Mathematics** **Science** **Technologies** • Design and Technologies • Digital Technologies	Critical and Creative Thinking Ethical Intercultural Personal and Social

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** (**C**omprehension, **A**ccuracy, **F**luency and **E**xpression) 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. The 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.

3/4 Integrated Studies Units 2018

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

Term 1	Term 2	Term 3	Term 4
Well Being	**Curiosity & Change**	**Changing Communities**	**Creativity & Innovation**
What is the role I play in building relationships?	**How can we classify both living and non-living things?**	**What is global citizenship?**	**What is good design?**
Building social relationships at school and within the wider community 1. How can we build and maintain effective social relationships using the 'You can do it' keys? 2. What does a good friend look like? 3. How do we follow democratic processes in our school? 4. How do we distinguish between rules in our school and laws in our local community?	Classification of living & non-living things 1. How can we classify living and non-living things? 2. How can we classify Australian living things? 3. How have Australian living things adapted to their environments? 4. How can non-living things be classified into the different states of matter?	Comparing Australia's needs to its immediate neighbours, Africa and South America 1. Who are Australia's neighbours? 2. How does Australia interact with its neighbours? 3. What are the similarities and differences between Australia, its immediate neighbours, Africa and South America? 4. How will Australia compare to the rest of the world at the Olympics? (or Commonwealth Games)	Investigate design and how Australia has influenced inventions locally and globally 1. What significant inventions have been made by Australians? 2. How can we recognise good design? (incorporate Dieter Rams' 10 Principles of Design) 3. What is sustainable design?

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.

Engage	Explore	Explain	Elaborate	Evaluate
-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

NAPLAN

NAPLAN test will be conducted during May as follows:

	Tuesday 15 May 2018	**Wednesday 16 May 2018**	**Thursday 17 May 2018**
Year 3	Language conventions *40 minutes* Writing *40 minutes*	Reading *45 minutes*	Numeracy *45 minutes*

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

Term 1	Swimming Program
Term 2	Australian wildlife excursion
Term 3	TBA Immigration Museum or MCG S ports Museum
Term 4	Technology Incursion

Specialist Timetable

	Performing Arts	Visual Arts	Physical Education	Library	Computer	3/4 Sport
34A	Wednesday 12:50	Friday 9:00	Monday 12:30	Wednesday	Thursday 11:30	Thursday 12:30 Friday 12:30
34D	Monday 2:50	Friday 11:30	Monday 10:00	Wednesday	Tuesday 12:30	
34P	Wednesday 2:50	Friday 10:00	Monday 11:30-12:30 Wednesday 9:30	Wednesday (times to be confirmed)	Tuesday 11:30	

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.

34A	Tuesday 12:30
34D	Wednesday 12:30
34P	Thursday 12:30