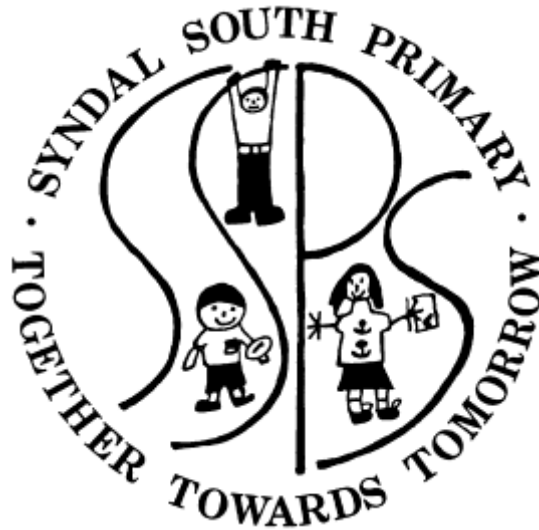


CURRICULUM PLAN 2009



Level 3 Years 3 & 4

Clare Baizanos
Michelle Dodson/Kathryn Sanderson
Maria Giannone-Perri
Skye Jackson
Despina Mastorakis

PARENT INFORMATION

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 and December. At any other time ring or send a note (via student diary) to make a mutually convenient meeting time.

LEVEL 3 TEAMWORK

The Level 3 team of teachers plans and discusses curriculum as a tightly knit team through term planning of integrated units, weekly level meetings and regular and ongoing informal discussions. Classroom programs will share a common focus throughout the level via the Level 3 term Inquiry. Teaching approaches, strategies and assessments are discussed and shared as a team to maximise student 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 and sports equipment. Students are also encouraged to be responsible for notices and newsletters.

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 misbehaviour. This is achieved in the following ways:

- Common language used across the school by all staff.
- Common approach to resolving issues.

- Circle time – each class makes time to sit in circles to discuss issues. There are rules for this process and all students are heard and their contributions are valued. It is an effective way for the group to solve problems and identify new and more effective ways to build and maintain relationships within the classroom.
- On yard duty teachers have scripts with focussed questions to deal with issues as they arise in the yard.
- More serious conflicts are dealt with by teachers using ‘Student Reflection Sheets’ and using mediated Student Conferences to restore relationships.

CURRICULUM OVERVIEW

The Victorian Essential Learning Standards (VELS) is the curriculum and standards policy for all Victorian Schools. The VELS level for Year 3 & 4 students is Level 3. It is expected that each Year 4 student will have established the Level 3 standards by December.

Within VELS framework there are three strands of learning and associated domains for the Prep to Year 10 curriculum. Each strand has a number of domains which describe the essential knowledge, skills and behaviours students need, to prepare for further education, work and life. They are as follows:

PHYSICAL, PERSONAL AND SOCIAL LEARNING

- Health and Physical Education
- Interpersonal Development
- Personal learning
- Civics and Citizenship

DISCIPLINE BASED LEARNING

- The Arts
- English
- Humanities (Economics, Geography, History)
- LOTE
- Mathematics
- Science

INTER-DISCIPLINARY LEARNING

- Communication
- Design, Creativity and Technology
- Information and Communication Technology
- Thinking

To incorporate these three strands 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 do I learn best?	TERM 2 Why call Australia home?	TERM 3 How do living things thrive and survive?	TERM 4 Negotiated Contract
---------------------------------------	---	---	--------------------------------------

Separate sessions developing necessary English and Mathematical skills are implemented on a daily basis.

THINKING SKILLS

The Thinking Curriculum is embedded across all the domains. 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 and 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 Gardner's Multiple Intelligences are accommodated in the classroom through, open-ended activities, a choice in the ways that individual students work and provision for students to work individually or cooperatively in a group.

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 Speaking and Listening, Reading and Writing. In Level 3 we continue to use the Early Years Literacy model in our classroom practice. The program has been developed to link stages of development in teaching strategies. This helps teachers make decisions about appropriate practice in light of students' development, valuing their individual differences and cultural diversity. We allocate daily blocks of uninterrupted time for literacy to maximise the benefits of the program.

Reading

Teaching readers in years 3 and 4 is a carefully balanced approach to develop, consolidate and extend the students' reading knowledge, understandings and skills as they read more complex text. As students develop as readers we support them to think more critically about texts.

The students are always encouraged to be independent readers and choose their own books to read. They are able to borrow suitable books from the school library for use at school and home. We also house a diverse selection of books in the classroom which are changed regularly. Formal reading skills are taught independently as well as being integrated into other discipline areas to ensure meaningful learning and to expose students to a variety of non-fiction and fiction texts.

Students often work in ability based groups that rotate through different activities throughout the week. Some activities involve listening to taped stories at a listening post, guided and shared reading, and comprehension activities to assess understanding.

The library is a valuable resource for both the enjoyment of literature and the location of information. Students visit the library on a weekly basis with their classroom teacher. Here they will be given the opportunity to borrow books from the library as well as undergo literature studies and research skills.

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
- Encourage your child to listen to their own reading to ensure that what is read 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.
- Praise every effort in reading, especially if confidence is low. Don't compare your child's performance with that of relatives or friends.

Writing

Through shared, interactive and guided writing students write a variety of imaginative and factual texts. They are exposed to a wide range of genres through reading and writing for different purposes. The student's own writing will involve a variety of genres such as narratives, explanations, reports, recounts and poetry. Their writing will often be based on Inquiry activities, excursions and personal experiences. Students are encouraged to plan, write drafts and work with peers to present completed tasks.

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*).

Each week students are given a list of words based on their ability group which forms part of both classroom and homework activities. Vocabulary based on our Inquiry units and on the students' own writing also forms an integral part of the spelling program. Activities are completed to reinforce the learning of these words in a meaningful context. Formal spelling groups are also held weekly to consolidate, establish and extend word study skills.

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.
- Reinforce the use of dictionaries and topic words to correct spelling mistakes.

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 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 biro on obtaining their pen licence.

MATHEMATICS

Maths is integrated into all curriculum and Inquiry activities. The understanding of basic mathematical concepts related to real life activities is a focus of the program. It includes the five dimensions of:

1. Number- counting, and numeration involving numbers to tens of thousands and decimals to hundredths, computation and applying number including the four processes-addition, subtraction, multiplication and division.
2. Space- interpreting, drawing and making shapes and location i.e. maps and direction.
3. Measurement, Chance & Data- making and comparing units of measure in length, area, capacity, volume, mass, angles, time, temperature, creating graphs and comparing the likelihood of everyday events.
4. Structure- using number properties in combination to facilitate computation, using the distributive property of multiplication over addition, eg. $13 \times 5 = (10+3) \times 5 = 10 \times 5 + 3 \times 5$, listing all possible outcomes of a simple chance event and use lists, Venn diagrams and grids to show combinations of two attributes.
5. Working Mathematically- applying number skills to everyday contexts such as shopping and they test the truth of mathematical statements and generalisations.

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.

Opportunities to explore mathematics in task centre activities, investigations, games, quizzes, communications and information technologies/software is encouraged.

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. Space and Measurement, Chance and Data 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.

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 -:

1. Spelling Words – each student is given a list of words, which can be made up of words misspelt in their writing, class focus words (letter patterns) and/or Inquiry unit vocabulary. These words are tested each Friday.
2. Maths – the maths given is taken from concepts already presented at school. The practice of tables is particularly encouraged and of great benefit.
3. Classroom Inquiry Unit related activities - which may require the development of project/research skills.
4. 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.

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 work.

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.

SPECIALIST PROGRAMS

Music- Glenys Ferguson

Students will attend a weekly session with Mrs. Glenys Ferguson.

In Level 3, students have a combined class with all the year 3’s or 4’s to learn the skills and techniques of playing the descant recorder, which they will be encouraged to undertake some regular practice at home. In this class they will

experience formal written music and the skill of ensemble playing. In their general music class, students participate in a variety of activities like: singing, moving, dancing, playing and creating. This term's theme is Australian songs.

Visual Arts-Merrilyn Mann

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

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.

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
- Daily jogger's track and brain gym
- 60 minute weekly major games sport session
- A weekly swimming program in Term 1
- Bike Ed. program for students in Year 4 during Terms 2 and 3

After School Sport

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

- Year 3/4 Camp at Mt. Evelyn in Term 4
- 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 4)
- 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"

LOTE:Japanese-Eriko Miyagi

Students learn Japanese during a 45 minutes 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 grade 3 and 4 students explore how to use adjectives by describing their favourite animal, 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.

In 2006 Sydal South Primary School had a sister school in Japan. Since then we host a group of Japanese students from Mino Jiyu Gakuen in Osaka every year and we send a Japan Study Tour every two years.

EXCURSIONS AND INCURSIONS

The Level 3 team plans together when choosing the most relevant excursions and incursions to support the curriculum program. The cost of these will be drawn from the Excursion Levy. 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.

NATIONAL ASSESSMENT PROGRAM LITERACY AND NUMERACY (NAPLAN)

The Year 3 & 5 students will be involved in NAPLAN testing in mid May 2009. This national benchmark testing is replacing the previous AIM testing program. 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.

PARENTAL INVOLVEMENT

At various times throughout the year, the Year 3 & 4 teachers will 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.

2009 LEVEL 3 PARENTAL INVOLVEMENT and ASSISTANCE

The Year 3 & 4 teachers expect 2009 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) _____

PARENT'S NAME _____ PHONE _____