Dear Parents
The following information provides an overview of Curriculum and Organisation for Grade 3/4 students for 2013. If you have any queries or concerns throughout the year, please feel free to approach us informally, or arrange an appointment time.

**ENGLISH**

**Literacy Program**
In this program, students are grouped for effective instruction and matched to texts which are appropriate to their stage of literacy development and their immediate learning needs. Lessons include both a whole group focus and small group work. The work in small groups includes:
- Guided reading groups where the teacher works intensively with students with similar learning needs.
- Learning centre work where students consolidate literacy understandings, either independently, or in small groups.

**Take Home Books**
Each day your child will bring home a book that they have chosen. We ask you to hear them read some/all of this book aloud, sign their cover in the appropriate place and return it to school **daily**. You can help your child by using this as a sharing time and discussing the story they have read.

**Word Study**
There will be a focus on particular letter groups, with a variety of tasks to consolidate this knowledge. Content and function words related to a genre of writing, will also be given.

**Handwriting**
Emphasis will be on the formation and joining of letters whilst maintaining a neat, fluent and legible style. It is expected that a high standard of neatness in handwriting and general presentation be maintained in all subjects. Year 3 students will learn to join letters. Year 4 students will learn to write in pen.

**Writing**
Students will develop their ability to write for different purposes and in a variety of styles. These may include **transactional** (reports, letters), **persuasive** (where students construct an argument from a given point of view), **expressive** (personal narratives, imaginative topics) and **poetic** (limericks, cinquains, rhyming verse). During writing sessions, the conventions of writing and proof reading skills will be taught.

**Listening and Speaking**
The program includes strategies and activities to develop listening skills. The development of the student’s confidence and competence in expressing themselves orally will be addressed. Students will be given opportunities to speak to a variety of audiences.

**MATHEMATICS**
The School’s Maths Policy recognises the need to ensure that all students are given the opportunity to develop skills, concepts, applications and processes which allow for meaningful participation in society. The **Early Numeracy** model will influence the teaching approach of our Maths Program. Lessons will include both a whole group focus and small group work.

The program will include automatic response activities designed to consolidate number facts and times tables.

Maths problem-solving sessions will be included in the program. By the end of the year students should know:
- Year 3 - 2x, 5x 10x tables and related number facts
- Year 4 - 2x to 10x tables and related number facts

Year 3’s mathematic program will cover the number system, which includes the processes of addition, subtraction and multiplication, place value, pattern and order, number facts and mental calculations. Informal units of measurement will be taught. Analogue and digital clocks will be used to teach time. The concept of chance, the recording of data and spatial relations will be taught.

Year 4’s mathematic program will cover the number system which includes the processes of addition, subtraction, multiplication and division, place value, pattern and order, number facts and mental calculations. Standard units of measurement will be taught, and analogue and digital clocks will be used to teach time. Concept of chance and the recording of data and spatial relations will be taught.
HOMEWORK
♦ The students should read for at least 15 minutes each night. We encourage parents to share books (‘take home’ and Library) that are brought home from school. This involves listening to the child read orally and monitoring silent reading by discussing the content of the book.
♦ Please assist your child with the automatic recall of number facts and multiplication tables.
♦ Homework must be returned completed by the due dates.
♦ Individual Learning Goals are a component of homework.

INQUIRY BASED LEARNING
Inquiry Based Learning is a student-centred learning approach in which the student is actively involved in the learning process. Through a developed concept, the students identify information needs, then form worthwhile investigations, selecting appropriate information sources to gather relevant information. They evaluate and sort the information in which they present and act on.

ART/CRAFT
Art and Craft will be taken in the Art room by an Art Specialist, and complemented by the classroom teachers.

SWIMMING
A swimming program will be offered to Year 3/4 students in Term 3. There is an expectation that students participate in the swimming program as it is part of the Curriculum. An Expression of Interest will be distributed and the program will be viable only if there is 120+ student participation.

HEALTH/PERSOINAL DEVELOPMENT
The Personal Development program will be a component of our Health Program throughout the school. Students will visit the Life Education Van in Term 1.

ICT
All students in Year 3/4 will have a 50 minute ICT lesson in the computer lab with Miss Rachel Mercuri. In their weekly lesson your child will be dealing with five main areas in the course of this year which are closely tied to other work occurring in the classroom. They are graphics, word processing, retrieving information from many digital sources, multimedia, as well as specific skill development activities such as problem solving.

LIBRARY
Year 3/4 students have a 50 minute Library lesson each week with their classroom teacher. The library program will concentrate on research and literature, including library skills. The program builds on the Level 2 program and aims to develop the skills the students will need for recreational reading and classroom investigations. The course includes:
- Developing skills to enable the students to locate suitable resources for their needs in the library.
- Developing skills in finding, using, and presenting information from the resources.
- Developing positive attitudes towards many forms of literature.

RESTORATIVE PRACTICES @ WNPS
Restorative Practices is ......
- A whole school behaviour management approach, designed to enhance student engagement and productivity.
- About relationships between people who make up a community
- Practised by all staff and students
- Maintains a consistent language and strategies and follows well defined values as listed below.

Activities in the classrooms provide students with opportunities to model and discuss situations that may arise in a forum that allows all to be heard and acknowledged.
Restorative Practices provides a caring, stimulating and dynamic learning environment which engages students, and supports and encourages them to achieve their personal best, in all endeavours.
Through restorative Practices we aim to foster the School values ...

Excellence | Integrity | Respect | Responsibility | Understanding
EXCURSION/VISITS
Excursions and visits will be organised as an integral part of the school program and we encourage all students to attend.

ENVIRONMENTAL & OUTDOOR EDUCATION PROGRAM
The program will be conducted in Term 2.

*** ALLERGIES ***
As there are students with SERIOUS allergies, it is important that students DO NOT SWAP or share food. If your child has a food allergy, would you please supply a container of treats so that they can participate in birthday celebrations, etc. Also, some of our students are allergic to animals, so please check with the teacher before bringing pets for ‘Show and Tell’.

SPECIALIST TIMES:

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<tr>
<td>M19</td>
<td>Mrs Zara Demeris</td>
<td>Monday</td>
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<td>M20</td>
<td>Mrs Carly Joyce</td>
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<td>M21</td>
<td>Mrs Christine Campbell</td>
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<td>M22</td>
<td>Mrs Julie Schrader</td>
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<td>M23</td>
<td>Miss Haylee Lyttle</td>
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<td>M24</td>
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Thankyou
Zara Demeris, Carly Joyce, Christine Campbell,
Julie Schrader and Haylee Lyttle