Dear Parents
The following information provides an overview of curriculum and organisation for Year 3/4 students for 2014. If you have any queries or concerns throughout the year, please feel free to approach us informally, or arrange an appointment time.

ENGLISH
Library 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 to read either with their parent or independently. (Refer to section on homework). Take home books are not graded; they are selected by students to foster an enjoyment of reading. Students may begin to read independently or continue to read with support from parents.

Word Study
There will be a focus on particular letter groups, with a variety of tasks to consolidate this knowledge. In Term 1 students will focus on content words related to the writing genres of narratives and persuasive texts. They will develop knowledge of synonyms, adjectives and emotive language.

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, aiming for a ‘join-up licence’ and Year 4 students will aim for their ‘pen licence’.

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 proofreading 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 multiplication 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.

The Year 3 and 4 mathematics 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. Formal and 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. All concepts and related activities will be differentiated to suit the learning needs of each student.

**NAPLAN**

Students in Year Three are required to undertake NAPLAN testing in May this year. The tests will be held on the following days:

- Tuesday 13 May  Language Conventions and Writing
- Wednesday 14 May  Reading
- Thursday 15 May  Numeracy

Students will be well-prepared for NAPLAN at school with a range of activities in Reading, Writing and Numeracy to facilitate their understanding of the test format. This will sit alongside our regular curriculum.

**HOMEWORK**

- Students are expected to read for up to 30 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 sign the student’s reading log each time they read. Take home reading is monitored regularly by classroom teachers.
- Please assist your child with the automatic recall of number facts and multiplication tables.
- Homework is discussed and handed out on a Monday and students return it for correction on Friday. Homework expectations will be clearly outlined for students by their classroom teacher. Students are expected to bring their homework book to school in their satchel each day. Parents are asked to sign their child’s homework to acknowledge that it has been discussed and completed.
- Individual Learning Goals are a component of homework. Students will set goals in conjunction with teachers and parents at the start of the year. They will undertake activities related to these goals at home and school. The activities will be provided by teachers, and parents are asked to sign the Student Learning Log weekly. Students will share their completed activities with their class teacher on a weekly basis and be provided with discussion and feedback.
- Homework in Term 1 will include ‘NAPLAN style’ homework. It will be a literacy, numeracy or grammar activity which will involve discussion prior to handing out and on completion. Parents are encouraged to discuss the homework with their child utilising the prompts provided.
- Students will also prepare oral presentations to develop speaking and listening skills. These will be based on set criteria and feedback from teacher and peers will be provided.

**INQUIRY LEARNING**

Inquiry learning is a student-centred learning approach in which the student is actively involved in the learning process. Students form their own questions, plan and implement ways of finding information and use these experiences to build answers to their questions. Teachers facilitate the learning process through a range of class-based activities. Students are assisted to develop skills of collaboration, thinking and problem solving. Inquiry learning can conclude with a student-based action or the sharing of student findings.

**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 are more than 120 students participating.
HEALTH/PERSONAL 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. This year the focus of Life Education in 3/4 will be on the safe use of technology utilising the bCyberwise interactive resources.

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 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.

EXCURSION/VISITS
Excursions and visits will be organised as an integral part of the school program and we encourage all students to attend. Students will bring home a notice regarding the excursion or visit which includes the permission note, dates and payment details. They are asked to return this by the due date.

ENVIRONMENTAL & OUTDOOR EDUCATION PROGRAM
The program will be conducted in weeks 9 and 10 of Term 1 in 2014. All students are strongly encouraged to participate. Students will develop team building and social skills and join in a range of challenging and engaging outdoor experiences with their peers. The program is alternated each year to provide for a wide variety of activities. This year, students will attend Wombat Corner Camp, Melbourne Zoo and Melbourne Sports and Aquatic Centre. Please return payment, permission notes and medical forms promptly to enable us to facilitate prompt planning and organisation of this program.

INFORMATION & COMMUNICATION TECHNOLOGY (ICT)
Students in Years 3 & 4 will have a 50 minute ICT lesson with Miss Rachel Mercuri.

The 5 ICT areas of study are:
- Applying social and ethical protocols and practices when using ICT.
- Investigating.
- Creating.
- Communicating.
- Managing and operating ICT.

During the year, students will have the opportunity to:
- Increase their typing ability through a range of programs and online games.
- Investigate and research using the internet with a focus on being able to use a search engine, using key words, to find websites related to the student’s topic.
- Create animations using Kahootz and other programs.
- Learn specific Cyber Safety skills.
- Increase problem solving ability.
- Use cameras and video recording devices.

Year 3 & 4 students also have access to laptops and some Interactive White Boards and TVs. Classroom teachers will plan and incorporate these technologies into all learning areas where appropriate.
VISUAL ARTS PROGRAM

Our aim within the Art room is to provide an imaginative and creative program which engages students in stimulating and challenging art experiences, so that they learn to work with ideas, develop artistic skills and respond to art works. Year 3/4 will attend one session of Art each week with Ms Jaliya Rudd.

- Children will work individually and collaboratively.
- Children’s artwork will be promoted imaginatively and positively within the art room and around the school.
- Children will keep a visual art diary.
- Children should provide a clearly named art smock to protect their clothing.

Students will:

- Create ideas.
- Investigate sources of information.
- Explore materials.
- Manipulate techniques and processes.
- Arrange art elements; line, shape, colour, pattern, texture.
- Draft designs.
- Develop visual awareness.
- Use feedback and self-evaluation to refine work.
- Include the use of technology.
- Investigate art possibilities.
- Communicate personal responses.
- Identify key features.
- Describe features of their own and others’ artwork.
- Make comparisons.
- Respond to visual stimuli.
- Discuss artists intentions.
- Examine works from different times and places.

Forms undertaken will include Drawing, Painting, Printing, Collage, Modelling, and Textiles. Art works will incorporate 2D and 3D pieces.

RESTORATIVE PRACTICES @ WNPS

Restorative Practices form the basis of our behaviour management program.

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 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
PHYSICAL EDUCATION & SPORTS PROGRAM

The emphasis of the Physical Education and Sports Program is the development of skills, co-ordination, co-operation, enjoyment and healthy positive attitudes to physical activity which will prepare students for future recreational pursuits.

This term, Physical Education will be covering the areas of fundamental motor skills of ball handling/bounce/kick/strike/throw/catch and minor games. Our major games focus will be on the sports of Cricket, Newcombe and Volleyball. This year’s program will be supported by:

- Swimming Lessons.
- Sporting Clinics as offered, eg Tennis lessons/Cricket Australia lessons/Rugby clinics.
- Platooning (Teachers working in teams to teach).
- Footsteps Dance Program.

Time Allocation

Each class will have a Physical Education specialist session per week with Mr Trent O’Sullivan, running for 50 minutes. The basic outline of each session will involve a warm up, skill based activities, a team game or activity, and a cool down session.

Students in Years 3-4, will have the opportunity to represent the school in Swimming (Term 1), Cross Country (Term 2) and Athletics (Term 3). Also during the year, some 3-4 students will be involved in the Basketball Victoria Hooptime program, Rugby Gala Day, Cottee’s Soccer and other programs, if available during 2014.

How can you help your child?

- Show your child you believe physical activity and sport to be important for one’s physical and social well-being by playing a game in the backyard with your child or going to the park to throw kick and catch a ball, etc.
- Encourage your children to be active rather than passive during spare time.
- Ensure your child presents for PE and Sport properly attired, especially footwear.

MUSIC PROGRAM

The Music program at Year 3/4 level emphasises the development of ensemble skills, where students play different parts at the same time. Instruments including melodic percussion (xylophones etc.), hand-held percussion, guitars and recorders are used as part of the Orff Schulwerk approach to music education. This is an approach developed in post-WWII Germany and that spread to many other countries across the world, which enables children of all abilities to access and create music with others. Students begin learning recorder at year 3 and all students in Year 3/4 participate in the choir during Term 1.

In Music in Term 1 we will be learning (for Year 3s) and reviewing recorder skills (for year 4s), focusing on the simple notes G A and B and adding others in order to play the melody of “Ode to Joy”. Students will add other instruments including xylophones, metallophones, marimba and guitar to play this song as an ensemble. All Year 3/4 students are learning basic choir skills and etiquette in preparation for the end of term assembly performance, where they will sing “Castle on a cloud” and “Pretty little ditty” as the Intermediate Choir.

Time Allocation

Each class has one Music specialist session per week, running for 50 minutes with Mr David Perry. Recorder is used in most lessons, and other activities include singing, playing and development of skills.

From term 2 onward, students in Year 3/4 will be able to choose if they would like to continue in Intermediate Choir for the rest of the year. Application forms will be handed out at this time.

How can you help your child?

- Please ensure your child has their own recorder that is kept in their class tub. Recorders are available at the school for $8 each.
- Remind your child that classroom Music is for all children, not just those that are “good at music”. Encourage them to participate fully in all classroom activities.
- Ensure that your child is able to attend and perform in this year’s production, which will be Alice in Wonderland (Term 3). More details to come, but this is an important part of the Music curriculum this year.
*** 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
All 3/4 grades will have their specialist lessons on the following days:

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<thead>
<tr>
<th>Subject</th>
<th>Day</th>
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<tbody>
<tr>
<td>Music</td>
<td>Tuesday</td>
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<td>PE</td>
<td>Wednesday</td>
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<td>ICT</td>
<td>Wednesday</td>
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<td>Art</td>
<td>Thursday</td>
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Thankyou
Zara Demeris, Nicholas Kuhn, Christine Campbell,
Emily Rogers, Haylee Lyttle and Sarah Linssen