



## YEAR 3 AND 4 CURRICULUM NEWSLETTER

Mr Brewer, Mrs Puckering, Miss Jacob and Mrs Bullen

Term 2

### Welcome Back

Welcome back to term 2! The students have come back revitalised and have settled back into the routines that were established in the first term. In term 1 we were working together to build the students confidence, independence and self esteem. With this we expect students to work hard, co-operate with their teacher and their classmates and enjoy the fantastic journey of learning along the way. This term we will continue to build a classroom culture for success in learning, and build strong learning relationships with parents and others across the year level. It benefits the students when supported with their learning and with teacher guidance, it's a straight forward process. The expectation is to listen to a variety of learners in reading, sharing their writing pieces and discussing their thinking within maths. Our learners are at the centre of everything we do and are very energetic when given opportunities to share their thinking. We look forward to a stimulating, busy and exciting Term 2.

### Homework

Homework will come home as of this week. Please go through the homework with your child. Homework will be brought home by students on Mondays and it is due to be handed in, completed on Fridays. The homework is a consolidation of the spelling and maths that the students have been working on in class. It is an expectation that all students complete their homework. We understand that homework cannot always be completed due to unforeseen circumstances that may arise. If issues do occur, a note, email or phone call communicating this would be appreciated.

### A few reminders

To ensure that your child is prepared for school each day.

- Ensure that all items of school clothing, including hats are labelled with a full name. Lost items will be put in the Lost Property located in the Pettet Centre.
- The weather is often varied in Term Two. It would be fantastic for students to come to school dressed for the weather. Students need to have their hats to play in the sun during play times as well as P.E. lessons and wearing sunscreen will protect their skin from sun damage.
- Bringing a water bottle is also essential so they can stay hydrated throughout their learning. Students are given time throughout the day for their 'Brain Food', which includes healthy snacks such as fresh or dried fruits and vegetables. To help protect our environment and reduce waste in our school, students are encouraged to bring 'Nude Food', where they bring food without wrappers.
- Black shoes are part of the uniform and this year we are asking that all students wear black shoes or black runners, the preference would be leather, to and from school. If needed, students may bring alternate runners for sport and PE in their bags and change into them at school.
- Hair ties and bands also need to be in school colours of white, yellow or green, coloured nail polish and jewellery is not part of the uniform, earrings can be studs or small sleepers.

### Dates to Remember

POPS Anzac Ceremony	23 April
Anzac Day (No School)	25 April
Year 3's to Currawong Bush Park	1 May
POPS House Cross Country	9 May
NAPLAN	15 –17 May
Education Week	21 –25 May
Science Incursion	31 May
District Cross Country	5 June
Queen's Birthday Holiday	11 June
End of Term 2	29 June

## Digital Technologies

At Park Orchards Primary School we are committed to giving students the best possible start to their education: building skills for the future, not the past. We embed technology throughout the curriculum and provide new opportunities for students to represent their thinking, clarify ideas, make connections, identify patterns, and reflect on their thinking across the curriculum.

We have been successfully running a Bring Your Own (BYO) iPad program for Year 2 - 6 students for several years. We encourage students to bring their own iPad to school and use it to enhance their learning opportunities. The BYO iPad program helps us to create highly engaged, personalised learning environments. This term we will continue our fortnightly digital technology sessions with Ms Garrity.

By the end of Level 4, students describe how a range of digital systems and their peripheral devices can be used for different purposes.

Students explain how the same data sets can be represented in different ways. They collect and manipulate different data when creating information and digital solutions. They plan and safely use information systems when creating and communicating ideas and information, applying agreed protocols.

The key focuses for students will be using Bee-Bots and Dash and Dot robots to define simple problems, design and develop digital solutions using algorithms that involve decision-making and user input. They will also explain how their developed solutions and existing information systems meet their purposes.

## NAPLAN

The Year 3's will be completing the NAPLAN tests in May. The areas tested are Numeracy, Reading, Writing, Spelling, Punctuation and Grammar. The students will be completing practice tests and becoming familiar with the format and delivery of the NAPLAN tests. If you discuss NAPLAN with your child please maintain a positive approach so your child views the tests as a normal part of schooling. Results will come to the school in mid September, when we will send them home with your child. The Year 4's will continue with normal lessons during this time.

## Working with Children Check

At Park Orchards Primary School all volunteer helpers must have a current Working with Children Check. This means: you must have a WWC Check to assist in classrooms, canteen and school activities like excursions, camps and special events (ie athletics, swimming carnivals). A volunteer can commence work in a school when they provide a receipt as proof they have applied for a WWC Check with the Department of Justice.

## Cucina and Gardening Roster

27 April— 3/4B

11 May— 4B

18 May — 4P

25 May — 3J

1 June — 3/4B

8 June— 4B

15 June— 4P

22 June— 3J

If you are available to help with either cooking at 2pm or gardening at 2.40pm please let your child's teacher know.

# English

## READING WORKSHOP

In Year 3 and 4 we will continue with the Reading Workshop, to build on the previous years of school. This program emphasises the importance of comprehension alongside accuracy, fluency and expanding vocabulary. The students will have individual reading goals which have been discussed during one on one conferences with the class teacher. The students each select ‘just right’ books for their own level and interest. They are encouraged to “track” their thinking with post it notes and to share their understandings of the book they are reading with the class. This term the focus will be on understanding and using inferring and questioning skills.

As the independent reading workshop is a whole school approach, each classroom has a CAFÉ menu or display to demonstrate the particular reading strategies that we have been learning about. You will see this growing throughout the year in every classroom. Some of the strategies that we will be learning in our reading sessions this year are; checking for understanding, tuning in to interesting words, backing up and re-reading, choosing just right books and monitoring and fixing up. We will be learning many other strategies to improve our reading and comprehension further.

A typical reading session is comprised of the following: a mini lesson – where the reading strategy is introduced, a collaborative learning task (turning and talking or partner reading) and an independent learning task such as independent reading or a reading group with a focus. There is an opportunity at the end of each lesson for the students to share their thinking with the class and for the class to reflect on their learning.

## WRITING WORKSHOP

This term the focus will be on students learning persuasive and argumentative skills and how to write a convincing persuasive text. We will then look at information reports, where the students will examine the features associated with this genre. They will then write their own information report about a country neighbouring Australian.

As part of our writing program, students will use their Writer’s Notebook. The notebook is used to record personal thoughts, ideas and writing topics that develops and extends thinking. It also supports students to shape their writing into different topics and writing genres. The teaching of spelling and grammar using the Soundwaves program is a critical component of our writing program.

## HANDWRITING

At the beginning of Year 3 the focus is on the revision of correct formation of letters. During the year the students will commence joining their writing. The line size is 14mm. Year 4 students consolidate their joining of letters before beginning to use pens. The line size is 11mm. Pen Licences are issued in Year 4.

## SPEAKING AND LISTENING

Students will be provided with opportunities to exchange information, while exploring ideas and listening to the opinions of others. They will participate in discussions, conversations and presentations in small and large groups, learning to vary their speaking and listening to suit the context, purpose and audience

# Science

In Science this term Year 3 & 4 students will be involved in the Primary Connections: **Melting Moments unit** progressing through the 5e’s instructional model: Engage, Explore, Explain, Elaborate and Evaluate.

During this unit students will explore how solids or liquids are influenced by temperature and experience the way items from their everyday lives can change. Through hands-on investigations, students will investigate how the size of the pieces affects the melting time of chocolate.

# Mathematics

It is important that students learn to master the proficiency strands of; understanding, fluency, problem solving and reasoning within all of the learning area of Mathematics. We plan our lessons so that students do not learn mathematics skills in isolation. We, where possible, teach skills for students to use and adapt when solving a variety of mathematic problems. Before preparing for each topic the teachers across the level will conduct a formative assessment which will allow us to teach every child at their point of need based upon where they are in their learning. We will incorporate the follow strategies into lessons so that students gain a greater understanding and competency in these areas.

**Year 3** Recall multiplication facts of 2, 3, 5 and 10

**Number**—Recognise and explain the connection between addition and subtraction. Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies. Recognise and represent division as grouping into equal sets and solve simple problems using these representations

**Measurement & Geometry**—

Symmetry—Identify symmetry in the environment.

Location — create and interpret simple grid maps to show position and pathways

Time - Tell time to the minute and investigate the relationship between units of time.

Angles— identify angles as measures of turn and compare angle sizes in everyday situations.

**Money**—involving purchases and the calculation of change to the nearest 5 cents

**Year 4** Recall multiplication & division facts up to 10 x 10

**Number**—Recognise and explain the connection between addition and subtraction. Represent and solve problems involving multiplication and division using efficient mental and written strategies and appropriate digital technologies.

**Measurement & Geometry**—

Symmetry—Creating symmetrical patterns, pictures and shapes

Location — use simple scales, legends and directions to interpret information contained in basic maps

Time - Convert between units of time. Use am and pm notation and solve simple time problems.

Angles— Compare angles and classify them as equal to, greater than or less than a right angle.

**Money**—involving purchases and the calculation of change to the nearest 5 cents

# Geography

During term 2, students will continue to learn about how and why places are both similar and different. They will also consider what it would be like to live in one of Australia's neighbouring countries. We will be learning about how different climates affect lifestyles including work patterns and diet. We will also explore the lifestyles of different cultures, including Australia, New Zealand, PNG and Indonesia.

# Timetable

	3J	3/4B	4B	4P
<b>Art</b> (Mrs Bethell)	Tuesday	Tuesday	Wednesday	Wednesday
<b>Performing Arts</b> (Mrs Lee)	Tuesday	Tuesday	Wednesday	Wednesday
<b>PE</b> (Mrs Carbone)	Wednesday	Wednesday	Thursday	Thursday
<b>Mandarin</b> (Mrs Bian)	Wednesday	Wednesday	Thursday	Thursday
<b>Italian (Signora Fernando)</b>	Thursday	Thursday	Thursday	Thursday
<b>Science</b>	Thursday	Thursday	Tuesday	Tuesday
<b>Library</b>	Friday	Friday	Tuesday	Tuesday

# Specialist Page

## Performing Arts — Mrs Lee

During Performing Arts, the children in Year 3 and 4 will use voice, body, movement and language to create and sustain roles, and create dramatic action with a sense of time and place.

Students will also explore ideas and narrative structures through roles and situations, and use empathy in their own created plays and improvisations.

## Physical Education — Mrs Carbone

Students will continue to participate in a Fitness/Health unit in the lead up to our School Cross Country in week 5. Students will engage in a range of training programs such as interval training and HIIT training and learn dynamic stretching.

They will also log their physical activity for a week and understand the National Physical Activity and Sedentary Behaviour guidelines for children aged 5-12 years.

Students will complete the Beep Test again at the end of the Fitness unit, with the hopes they have improved their overall fitness.

Following Fitness, students will have the privilege of Melbourne City Football Club running a Sporting Schools program covering the varying skills of Soccer. This will coincide with FIFA World Cup and students will represent countries and play in a mini soccer tournament.

Finishing off the term, we will commence our Athletics (Track and Field) unit, which covers the fundamental skills of 'run', 'throw' and 'jump'.

## Visual Arts — Mrs Bethell

Children will attend a weekly art lesson in the art room. The aim is to provide stimulating learning experiences that promote self-expression, provide for creativity and imagination in addition to the development of particular skills.

This term, the children will make recycled paper to create a Mother's Day card using their collage, drawing and construction skills. We will then start an Indigenous Art unit, where the children will make a dot picture of native animals.

Finally, we will complete a group art activity that will be framed to sell at the P.O.P.S. Trivia Night. The Year 3 & 4 students are creating a drawing of an owl with fine line pens and are also using felt circles and buttons to create a circle artwork.

## Mandarin – Mrs Bian

The topic for the Year 3 & 4 students in Term 2 will be **"the Classroom"**. Students will learn to identify and name a number of objects in a classroom in Mandarin. A list of vocabulary such as men (door), chuang hu (window), shu (book), qian bi (pencil), etc will be introduced.

Students will also learn to describe what objects they have in a classroom. Students will consolidate the language through a variety of games.

Apart from learning about classroom objects, students will continue learning the sounds of Pinyin and practising them through rhymes and poems.

Students will be introduced to another traditional festival this term, which is "Dragon Boat Festival". Students will learn about the traditions and customs about the festival through a historical story and a video.