



Dear Parents/Guardians,

Welcome to Term 1. This term, our Year Three and Four Willy Kids will study two units of work, 'Learning to Learn; Learning to Be' and 'Spinning in Space'. Please find below an overview of our curriculum for Term 1.

Kind regards, the Year 3/4 Team – Mary Colangelo and Carmel Tran (3/4C), Matt Eason-Jones (3/4E), Steve Puhar (Leading Teacher & 3/4H) and Molly Hedditch (3/4H), Steph Keswick (3/4K) with Denise Wood (ES), Matt Scalzo (3/4S), and Rochelle White (3/4W and Team Leader).

LITERACY	MATHS	INTEGRATED/INQUIRY UNITS
<p>Reading</p> <ul style="list-style-type: none"> Shared, Modelled and Partner Reading Independent Reading and selecting "Just Right" books Reading strategies Guided Reading Readers' Theatre and comprehension activities Dictionary skills Identifying the differences between fiction and non-fiction texts Discussing the different features of a variety of text-types <p>Writing</p> <ul style="list-style-type: none"> Recount and narrative writing Sizzling Starts, Tightening the Tension and planning for writing VCOP Big Write Focus on punctuation and proof-reading for meaning Editing to improve ideas and spelling Identifying interesting vocabulary, powerful openers, connectives Personal goals <p>Speaking and Listening</p> <ul style="list-style-type: none"> Sharing and reporting through short oral presentations News Listening strategies and responses (Willy Kids, 5Ls of Listening) Reflecting on learning during share time <p>Spelling</p> <ul style="list-style-type: none"> Explicit teaching with the SMART Spelling Program Weekly words with focus sound/letter patterns and personal words Theme words based on Inquiry unit Daily spelling practice, weekly spelling test and dictation <p>Handwriting</p> <ul style="list-style-type: none"> Focus on correct letter formation, consistent size, slope, space and letter placement 	<p>Number and Algebra</p> <ul style="list-style-type: none"> Number facts (quick, mental computation and strategies which assist) Times Tables Place value Number patterns Addition and Subtraction (facts, vertical, with and without renaming) Digital Maths activities Strategy games <p>Measurement and Geometry</p> <ul style="list-style-type: none"> Temperature <p>Problem Solving</p> <ul style="list-style-type: none"> Multi-step, worded problems Group investigations and open-ended problems 	<p>Learning to Learn</p> <p>The school year has commenced with a whole-school unit of work "Learning to learn; Learning to be". All year levels are involved in this unit, which will support every child as they step-up into their new year level. Our expectations for learning are high! The unit sets the standard for our discipline based learning programs (English, Mathematics, Humanities, Science etc.) as new skills and understandings will be taught about our expectations of the learning programs in each year level. We believe this will ensure every student is well-prepared and supported for a successful academic year. An emphasis on Learning Tools and Strategies as well as our preferred Learning Styles will also be included.</p> <p>These learning skills fit well within our <i>Willy Kids are Friendly Kids</i> framework, promoting resilient and confident learners. We hope you will enjoy chatting to your child about this unit over the next few weeks.</p> <p>Spinning in Space</p> <p>What causes day and night? The rising of the Sun and the Moon are daily reminders of the awe and wonder, beauty and power of the universe. Studying the relationships between the Sun, Moon and Earth helps us understand how we experience day and night on Earth. The <i>Spinning in Space</i> unit provides opportunities for students to explore the sizes, shapes, positions and movements of the Sun, Earth, Moon and other planets. Through investigations, students will explain day and night in terms of the Earth spinning on its axis. Students will look at the changing shape of the moon, as well as the reason we have different seasons. Students will also learn about early space exploration and the work of astronomers. Students will attend an excursion to the Planetarium at Scienceworks to support this unit of work.</p>



SPECIALIST CLASSES

Art (Joanne Wilson)

Thinking about the different ways they learn, the 3/4 students will revisit the protocols of the Art Room to ensure they contribute to a safe, happy and creative environment. Using their iPads, they will research the work of different artists and use their visual diaries to plan and record ideas to help them become more ambitious when producing their works of art.

LOTE - French (Emma Sincerbox)

In French, students will become familiar with the sounds of the French language, including rhythm, stress and pronunciation. Students will use games and song to build their knowledge of common questions and phrases as well as practice their own verbal proficiency.

Music (Faye Ferry)

Students will read and compose straight and syncopated rhythms for percussion using their knowledge of note values and rests. Through listening, singing, dancing and playing instruments they will understand how the different use of musical elements creates different “feels” or styles. Some of the styles to be covered are: Funk, Calypso, Hoedown and Disco.

Physical & Health Education (Paddy Gallivan)

In Physical Education, students will develop a range of personal and social skills such as communication and problem-solving. They will undertake a unit involving numerous Net and Wall games, that involves learning the rules and techniques involved in the game, along with different variations of how they can be played.

LEARNING AT HOME

This year, homework will be completed in a workbook. It will generally be sent home on a Monday and is to be returned to the class teacher on Friday of the same week. Students will be expected to practise between 8 - 12 spelling words and the nominated times table or Maths task, complete a brainteaser and read for at least 15 minutes each night. Towards the end of each term, students will also be asked to complete a project linked to our Inquiry Unit.

Spelling

Each week, students will focus on a particular spelling sound/letter pattern, plus 2-3 personal words. The idea is for students to complete spelling activities at home with the words so that they can become familiar with the spelling and pronunciation of each word. A weekly spelling test and dictation are conducted each Friday. (Refer to the Spelling Activities sheet in your child’s Homework Book for some ideas.) Please encourage your child to complete some of the spelling activities regularly.

Big Write Talk Homework

Throughout the term, students will participate in a Big Write. Students will receive a copy of the writing stimulus a day or more before the writing session, via Google Classroom or a paper copy, to help plan for their writing. We strongly emphasise the importance of undertaking this activity at home with your child, prior to the Big Write session.

EXTRA-CURRICULAR ACTIVITIES / SPECIAL EVENTS

- *Meet The Teacher Evenings* – Tuesday 12th and 19th February 2019
- *School Photos* – Wednesday 13th February 2018
- *Years 3-6 Parents and Students App Workshop* – Wednesday 20th February 2019
- *Seaside Fair Meeting* – Tuesday 26th February 2019 7-8pm
- *Friends of Willy Meeting* – Tuesday 5th March 2019 7-8pm
- *Labour Day Public Holiday* – Monday 11th March 2019
- *Scienceworks Excursion* – Friday 22nd March 2019
- *Kid Share Exhibition Afternoon* – Wednesday 27th March 2019, from 3:30pm to 4:00pm
- *Interim Reports Issued* – Friday 29th March 2019
- *Easter Hat Parade* – Friday 5th April 2019, from 9:15am to 10:30am

SUMMARY OF ANTICIPATED COSTS (APPROXIMATE)

- Scienceworks Excursion (Planetarium) – \$22
- School Photos – starting at \$25 (prices vary depending on package selected)

WILLY KIDS ARE FRIENDLY KIDS

WEEKS 1 & 2:	Willy Kids are ready to learn
WEEKS 3 & 4:	Willy Kids wonder
WEEKS 5 & 6:	Willy Kids are problem solvers
WEEKS 7 & 8:	Willy Kids have a growth mindset
WEEK 9:	Willy Kids are reflective learners

CHILD WISE / RESPECTFUL RELATIONSHIPS

FOCUS 1:	<i>Rules</i> - What are rules? Where do rules apply? When do rules change? Who can make the rules? What are the rules for my body?
FOCUS 2:	<i>My Safety Network</i> – Who can help me? Who will listen to me? Who will believe me? Who will make me feel safe again?
FOCUS 3:	<i>Feelings</i> – How can I express my emotions? What is fear and anxiety? How can I tell when my feelings are changing?



WILLIAMSTOWN
PRIMARY SCHOOL

TERM OVERVIEW
Year 3/4 - Term 1, 2019
