Levels 3 & 4

Information Booklet

2015
# Table of Contents

**INTRODUCTION** .................................................................................................................. 1  
**TEACHING STAFF** ............................................................................................................. 1  
**COMMUNICATION** ............................................................................................................ 1  
**CLASSROOM CURRICULUM** ............................................................................................... 2  
**ENGLISH** ............................................................................................................................ 2  
  * Speaking and Listening ........................................................................................................ 2  
  * Reading ............................................................................................................................... 2  
  * Writing .................................................................................................................................. 2  
  * Spelling and Word Study ..................................................................................................... 2  
  * Handwriting ........................................................................................................................ 2  
**MATHMATICS** ...................................................................................................................... 3  
  * Number and Algebra .......................................................................................................... 3  
  * Measurement and Geometry ............................................................................................. 3  
  * Statistics and Probability .................................................................................................. 3  
  * Reasoning and Strategies ................................................................................................... 3  
**INTEGRATED CURRICULUM** ............................................................................................... 4  
  * Integrated Units this year .................................................................................................. 4  
**SPECIALIST CURRICULUM** ................................................................................................. 5  
**MUSIC / PERFORMING ARTS** ............................................................................................. 5  
  * Classroom Music ............................................................................................................... 5  
  * Choral Program ................................................................................................................. 5  
  * Performing Arts .............................................................................................................. 5  
  * Instrumental Music Program ............................................................................................ 5  
  * Ensemble Program .......................................................................................................... 5  
**VISUAL ARTS** ........................................................................................................................ 6  
  * Creating and Making ......................................................................................................... 6  
  * Exploring and Responding ............................................................................................... 6  
**PHYSICAL EDUCATION** ...................................................................................................... 6  
**LANGUAGES : French** ......................................................................................................... 6  
  * LIBRARY ........................................................................................................................... 7  
**ASSESSMENT AND REPORTING** ....................................................................................... 8  
**HOMEWORK** ...................................................................................................................... 8
INTRODUCTION

Welcome to Levels 3 and 4 2015!

We aim to provide a happy, safe and stimulating learning environment which highlights the values of co-operation and respect for individual differences, where children:

- value learning
- take increasing responsibility for their own learning and behaviour
- accept challenges and are encouraged to take risks in their learning
- are presented with a wide range of relevant, purposeful learning experiences and a variety of teaching strategies
- are aware of teacher expectations
- are familiar with and observe class and school rules.

TEACHING STAFF

- Level 4E - Mrs Sue Evangelakos (Room 08)
- Level 3G – Mr Jacob Gross (Room 09)
- Level 3C – Miss Louise Cardwell (Room 12)
- Level 3/4M - Mrs Rosa Montorio (Room 11)
- Level 4A - Mrs Vicki Amos (Room 10)

COMMUNICATION

Parents are welcome to attend school activities such as performances, sports events and special occasions. Parents will be notified of special events in the weekly school newsletter. The school newsletter is available on the school website from Thursday afternoon.

If you wish to have an interview with your class teacher please arrange for an appointment. Teachers are not available on days where staff meetings are held.

If your child is absent on any school day please provide a note of absence upon your child’s return.
CLASSROOM CURRICULUM

ENGLISH
English skills and understandings will be developed through activities integrated with other key learning areas.

Speaking and Listening
Students will participate in activities that develop skills in speaking and listening. These activities will include sharing of ideas, opinions and experiences, presentation of reports and drama.

Reading
The program incorporates a variety of activities, which encourage an enjoyment of literature and develop functional research skills. Children will have access to a wide range of reading texts both factual and fiction. They will participate in oral reading, comprehension tasks, literature discussions, script reading and researching information from books and the Internet. It is recommended that the children should read at home for at least 20-30 minutes each day. Children are encouraged to borrow from a variety of sources including the school library and local libraries.

Writing
The children will learn to express information, ideas and feelings through a range of texts including stories, poetry, plays and reports. They will learn about appropriate language to use for different text types and develop skills in proof reading, editing and drafting.

Spelling and Word Study
Spelling and word study are an integral part of the English program. The children will focus on learning personal words, most frequently used words, topic words and words sharing common spelling combinations. The phonemic approach is used to teach spelling. It uses a sound-to-letter strategy, which acknowledges that sounds can be represented in more than one way in written form. They will use strategies to find correct spelling such as “Have a Go” and dictionaries.

Handwriting
Level 3 children will learn to join letters using a variety of joins, while Level 4 children will progress from using pencil to pen.
MATHEMATICS

Number and Algebra
Level 3 children will be working mainly with numbers between 1 and 10 000. In Level 4 the number range will be extended from numbers as small as one tenth to numbers as large as 100 000. Children at both year levels will be working with simple common fractions and decimals.

Children will be involved in activities designed to develop their knowledge of the metric number system by comparing, estimating and recording numbers. The children will also be identifying and extending patterns in numbers. The skills of adding, subtracting, multiplying and dividing will be developed using automatic response and written computation.

Of particular importance at Level 3 and 4 is the development of the children’s ability to estimate and solve problems mentally with increasing speed. Time will be spent practising the recall of addition and subtraction number facts up to 20 as well as multiplication facts.

Measurement and Geometry
The children will be encouraged to use their number knowledge to solve problems involving applied mathematical concepts such as length, area, capacity, volume, mass, money, time etc. In Geometry, most work will centre on the identification, examination, representation and manipulation of shapes and solids. The children will look at how shapes fit together and the different patterns that result. They will also learn to identify these shapes, investigate their properties and how they are used in real world settings. By using maps and grids children will learn to describe the location of features.

Statistics and Probability
Practical work will be undertaken to develop the skills of assessing the chances of something happening. The children are also learning the skills of collecting, organising, representing and interpreting data through the use of tables and graphs.

Reasoning and Strategies
Students will develop reasoning skills and strategies to find solutions through participating in the process of problem solving.
INTEGRATED CURRICULUM

In line with current educational thinking on how children most effectively learn, links across the Domains in the Victorian Essential Learning Standards are made through the implementation of integrated units of work.

Integrated units focus on a variety of Domains. These Domains are English, Mathematics, Information and Communications Technology, Civics and Citizenship, Humanities, Interpersonal Development, Science, Design Creativity and Technology, Thinking, Personal Learning and The Arts.

In the development of these units teachers consider the individual needs and experiences of the students and the content and processes related to each learning area. Children are encouraged to apply various thinking strategies. Partnership work, co-operative groups, problem solving and the development of independent work habits are emphasised at this level.

Children will have the opportunity to develop Information & Communication Technology skills across all curriculum areas. However, the development of keyboarding skills (eg speed and accuracy) is developed. Students are also introduced to Web 2.0 Tools, including Wikis and Blogs.

Team 3 Major Integrated Units this year are:

Term 1 – Wild About Wetlands
Term 2 – Communication – Let’s Talk
Term 3 – Gizmos and Gadgets
Term 4 – Bound for Australia
SPECIALIST CURRICULUM

MUSIC / PERFORMING ARTS

Classroom Music
Level 3 students are introduced to the recorder as their main classroom instrument. The Orff style of learning is used to introduce students to music notation. Students create ostinato patterns using the notes they know. These patterns can be developed into melodies. They learn to read music throughout this process.
Level 4 students continue learning the recorder with greater emphasis on tone and notation skills as well as creating. Recorders are kept at school. It would benefit students to have a recorder at home to practice with.
Students also use computer technology to develop musical theory skills, research musical ideas and compose short pieces. Drama and dance are also strong components.

Choral Program
Level 4 students are given the opportunity participate in the choral program. The Festival Singers perform at choral festivals and the wider community.

Instrumental Music Program
The Instrumental Music program provides opportunities for students from Level 1 to 6 to have private instrumental tuition at school. Lessons are conducted throughout the school day at a fixed time. Parents pay tuition fees set by the school directly to the tutors.

Enrolment forms can be obtained from the school office.

If you require further information, the instrumental music coordinator is available in the Music Room after school between 3.30pm and 3.45pm and can also be contacted though the music email address: dpsmusic@deepdeneps.vic.edu.au.

Ensemble Program
The Ensemble Program is provided by the school as an extension to private tuition. Children from Level 3 to 6 who play confidently have the opportunity of joining a school Ensemble. A yearly joining fee of $250 is required to be paid. Ensembles include Flute, Guitar, Wind, Chamber Strings and Symphonic Band. Experienced players are encouraged to perform in more than one Ensemble. The Jazz Group will be selected from members of the Symphonic Band. To determine the suitability of students please contact the music Coordinator.
VISUAL ARTS

Creating & Making
During their weekly 50 minute art lesson, students will enjoy the process of creating and making visual art works to communicate experiences, observations, ideas and feeling about themselves and their world. With a focus on skill development, techniques and processes, students will explore a range of art elements using a variety of media and tools. Students will record the development of their ideas and skills in a visual diary.

Exploring and Responding (introduced at level 4)
Students are encouraged to express their opinions to develop their understanding of their own art works and the art works of others. With support, appropriate language will be used to identify and describe how specific art elements (line, shape, colour, tone, pattern and texture) and processes have been used and how art works make them feel.

N.B Students will be provided with an art apron when necessary. Students are asked to remove jumpers/long sleeves when working in the art room. If your child does get paint on his/her school uniform use cold water and a mild pure soap. PVA Glue can be removed by soaking in warm water.

PHYSICAL EDUCATION

Knowledge and Fundamental Motor Skills in this area are developed through areas of locomotion, ball handling, games and athletics.

During these activities the emphasis is on skill acquisition and development as well as strategic approaches to different sports. This will often be achieved through small sided games to encourage greater participation. The development of healthy attitudes and an enjoyment of physical activity is also of high importance.

Children are expected to wear runners for their P.E. sessions. For girls, shorts are less restrictive than a school dress. A school hat must be worn during Terms 1 and 4. During the hotter months it would be a good idea to apply sunscreen.

If your child is at school but is unable to participate in their P.E. session due to injury or medical reasons they must bring a note from their parents/guardian.
During Term 2 all children participate in our House Cross Country. They also participate in our House Athletics Day in Term 3 and House Swimming Sports in Term 4. Parents are most welcome to attend and assist on these days.

During Term 3, Level 3 will participate in an intensive Swimming Program.

**LANGUAGES : French**

The purpose of French classes will be to engage the students in meaningful French communicative activities, to encourage a positive attitude towards learning languages and to develop an appreciation of French culture as well as a curiosity to learn about other cultures.

Students in levels 3 and 4 will participate in activities to assist them to be able to
* greet or farewell another person
* describe themself or another person
* express likes and dislikes
* participate in simple dialogues
* work with numbers e.g. to tell the time, play games, express dates
* use language related to the class unit of work for each term

Features of the program will include
* speaking, listening, reading and writing activities using the French language most lessons
* learning the conjugation in the present tense of the verb ‘to be’
* activities to promote the use of reference tools such as Google Translate and dictionaries
* activities to foster awareness of language learning strategies
* encouragement of risk-taking and having the confidence to speak in front of others
* student reflection on learning
* individual activities using headphones in the computer lab once a term.

Students will attend a French performance, participate in a ‘Fêtes de la Musique’ celebration and may also be involved in a school assembly item.
LIBRARY

All children in Levels 3 and 4 have a 50 minute session in the Library each week. They are able to borrow a total of three books for up to a fortnight. Children are expected to have a library bag to transport the books to and from school.

Whilst in the library, children develop their skills in becoming proficient library users. They investigate the different sections of the library and the type of books that are held in each of these sections. They learn about the Dewey Decimal System and how this is used to categorise non-fiction books. Children use the library catalogue to search for and locate books within the library. They use the call number to be able to locate books on the shelves.

CAMPS

Level 3 Camp
The Level 3 students will have an overnight camp at Camp Aspe Downs in Kyneton, on Monday 9th and Tuesday 10th November. This is an exciting introduction to our School Camping Program.

Level 4 Camp
On the 25th – 27th November, Level 4 students will have the opportunity to participate in a three day, two night camp at Camp Rumbug in Foster North. During the camp the students will have the opportunity to engage in a variety of adventure activities such as, damper cooking, low elements ropes courses, initiatives courses, night walks, canoeing, bouldering and much more.

Final details including costs, permission and medical forms and clothing lists will be sent home early in Term 4.

HOMEWORK

The aim of homework is to foster good study habits, independence and organisational skills. Homework will be an extension of the work studied in class and may include spelling, problem solving, comprehension, Mathematics, reading and project research work.
When homework is set, it is expected that it be returned by the due date. Parents are asked to acknowledge the completion of homework by signing the diary each week.

**ASSESSMENT AND REPORTING**

Evaluation and Assessment will be on-going throughout the year. It will take many forms such as observation, testing, written records and student self-assessment. Teachers will undertake more specific assessment prior to the preparation of reports.

National Assessment Program – Literacy and Numeracy (NAPLAN) assessment will take place for Level 3 children in May.

Parent Teacher Interviews will be held during February and June. Reports will be distributed in June and December.