

Every day we aim to provide a positive, interactive learning environment that encompasses all students' intellectual, physical, social and emotional development, by fostering and encouraging their learning skills and well-being, so as to become successful learners and to achieve their personal potential. Our ultimate goal for each student on their learning journey together, is to develop the foundation and skills for becoming a knowledgeable, caring, inquiring and responsible, independent learner and communicator, with a balanced intercultural understanding and respect for others. We work closely together with a shared approach and values, and regular communication. We strive to ensure that we provide a balanced, nurturing, constructive, inclusive, reflective, equitable and differentiated learning environment while maintaining Australian Curriculum achievement standards within SA Teaching for Effective Learning framework (TfEL), whilst honouring our class' essential agreements and encompassing our school's goals and values.

Behaviour education – positive reinforcement via Play is the Way and Quality Start activities, thinking play, reward chart for class and school values as agreed to in term 1, weeks 1 and 2 and restorative practices.

CURRICULUM

ENGLISH

Language: New **spelling** words are introduced every Monday morning, generally with a patterned sound as well as other language features. The four levelled groups of words are discussed with contextual meaning prior to the written activity. Students use each of the words in sentences while focusing on correct spelling, contextual meaning, punctuation, and grammatical expressions and self-editing. A printed copy of their 15 words is placed in their diary to take home for that week's practising. There is flexibility of movement between the four levels. On Friday these 15 words are then tested along with a pertinent dictated sentence. Students then write their results and errors in their diary for parent signature. In formal **grammar** tasks we will continue to focus on sentence structure, especially capital letters and full stops, commas, adverbs, pronouns, conjunctions, apostrophes, speech marks, exclamation marks word building and paragraphing. These will be reinforced during spelling, writing and comprehension activities with a focus on editing.

Literacy: Students will participate in paired or group conversations and discussions in order to clarify their own thinking, express opinions and develop shared understanding of ideas. They will give **oral presentations** to their peers, supported by a range of pictorial, written and/or digital texts. This 2-3 minute low key, weekly 'sharing' activity aims to foster confidence in public speaking as well as improvement in students' time management and organisational skills. Incorporating HASS and protective behaviour concepts, this term's topic is "World Exploration". Short class discussions follow each presentation.

Students will participate in individual **reading**, partner reading, daily take home levelled readers focusing on fluency, expression, comprehension and inference, small guided reading groups, quiet reading to themselves or each other, all in familiar and unfamiliar texts. They will undertake weekly **comprehension** activities appropriate to their year and ability level, covering all genres and text types. The focus is equipping students with strategies to identify key points, extract the main features of the varying textual information and crucial factors in questions and instructions. When introduced, each text is modelled and scaffolded.

Handwriting will be practised regularly each week, with particular attention to the use of correct pencil grip, paper and seat position, and letter formation. Students will practise starting positions of letters, downstroke, hopping and wave pattern letters upper and lower case in order to develop fluency. Neatness and tracking are a focus.

Written language will focus on narrative and persuasive texts in order to practise their specific text structures and language features. They will plan, draft, reread and edit selected texts for publication.

Literature: We will share a range of narrative and persuasive texts in order to discuss the use of language by different authors, and to all students to connect with their personal experiences of literature. We will complete the class novel, *Charlotte's Web* by EB White and choose a contemporary novel to share.

MATHEMATICS

Students will participate in pre-tests in order to identify misconceptions. Tierney Kennedy's 'Back-to-Front' methodology will be used to address these misconceptions and deepen the students' **understanding**. They will use mathematical terms associated with addition, subtraction, multiplication and division. Students will practise the use of a range of strategies to build confidence and fluency in mental computations.

Mel will guide the students in two mental maths activities each week, covering elements of the three strands of 'number and algebra', 'measurement and geometry' and 'statistics and probability', as well as the proficiency strands of understanding and fluency.

Students will investigate authentic problems which promote **reasoning** and the development of **problem solving strategies**. Tasks will challenge their thinking and promote persistence by recognising the learning that occurs through making mistakes. Students will be given opportunities to work individually and in collaboration with their peers to discuss, analyse and compare their ideas, discoveries and approaches to solving problems. Students will be encouraged to use concrete materials to consolidate their understanding of concepts and they will be guided in recording their thinking with an appropriate level of detail.

Students' knowledge of number will be employed in tasks involving linear measurement.

Maths computer interactive websites will be used for students to individually undertake appropriately levelled challenging activities which reinforce concepts being taught. Those students who need a challenge, undertake extension maths challenge tasks either independently or with a partner.

HUMANITIES AND SOCIAL SCIENCES

For both year 3 and year 4 students, the significance of place is a foundational concept. Students will reflect upon places that are important to themselves and, through stories or factual accounts, consider the perspectives of others in order to develop empathy. They will pose questions about the movement of people from one place to another and investigate the impact that of the changes that occur. They will consider the interconnection of people with each other and with the environment. Students will respond to written and visual texts through discussion and the creation of their own texts, particularly narratives.

"Community and Remembrance" is the theme for **history** studies in year 3, while the theme for year 4 is "First Contacts". We will explore the local history of the Aldgate district for evidence of change since 1850. The voyages of world explorers will be examined to discover the origins of European settlement in Australia. In **geography** we will explore how and why places are similar and different (year 3) and ways in which the environment supports the lives of people and other living things, especially in relation to the settlement of Aldgate from the 1850s.

THE ARTS

Visual art: The students respond to a range of visual artworks, in a variety of styles, which use colour to convey mood and meaning. They will experiment with the use of colour in their own artworks for these purposes.

Music/dance: Weekly lessons will include singing, learning and creating short dance sequences and using percussion instruments for accompaniment. Students will become familiar with beat, rhythm, tempo, pitch and dynamics.

Drama: Role-play will be used to explore the perspective of characters in a novel, to improvise social interactions and/or to enhance literacy and numeracy learnings.

DIGITAL TECHNOLOGIES

Computers are used on Friday for interactive programs including *top marks*, *abcya*, *Coolmath* and *mathplayground* whilst practising responsible use of the computer, headphones and the COW. In additional sessions, students practise keyboard skills, word processing, the production of power point presentations and the safe use of sites for information gathering.

DESIGN TECHNOLOGIES

Principles of the engineering design process will be practised during creative and short problem-solving tasks.

SCIENCE Students receive a double lesson of Science each week with Mr Strevens.

FRENCH Students attend lessons with Mme Deneuve on Monday. Practise of the French language is included on other days during routines and games.

PE Students receive two lessons per week with Mr Grigg. '**Play is the Way**' physical games and learning tasks are included in the weekly routine, supporting the PE, Health and 'Keeping Safe' curriculums. Our class will undertake a five week program of Tri-Skills.

CONTRACT Weekly year 3 and year 4 contracts encompass spelling words, various literacy and mathematics tasks as well as science and health activities. Each new contract, when introduced, is modelled and scaffolded. Focus is on students independently identifying key points in the text, crucial factors in questions and instructions, as well as time management skills.

FUNKY FRIDAY During lesson 7 on a Friday afternoon, a range of interactive intellectual and social activities, either individual or small group, are provided for those who have completed the required weekly tasks. The aim is to develop and improve time management, fine motor, critical thinking, problem solving and collaborative skills- in a creative forum. Ongoing diagnostic, formative, summative and observational **assessments** – and self-reflection will be undertaken.

On Friday 4 September (week 7) will be our class assembly.

