

Every day I 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. My ultimate goal is 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.

Natalie and I 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), as well as honouring our classroom's essential agreements and encompassing our school's goals and values.

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

CURRICULUM

ENGLISH

***Reading** Individual reading, partner reading, daily take home levelled readers focusing on fluency expression, comprehension and inference, small guided reading groups whilst doing either a grammar or comprehension activity, quiet reading to themselves or each other- with both familiar and unfamiliar texts.

***Oral Presentation** This 2-3 minute low key, weekly 'sharing' activity aims to foster confidence and improvement in student's time management and organisational skills incorporating HASS and Science key concepts. This term's topic is "Multicultural Awareness" covering differing music, dance, stories and celebrations from many cultures around the world. Their sharing activity is used as a vehicle for their oral presentations and short discussions during eating breaks. The goal is to enhance their confidence and expressive skills in public speaking, while developing their independent research and inquiry skills, so as to expand their world knowledge of cultural changes in history through technological innovations to meet the needs of the people and their societies. The students enjoy this brief activity and many of their works are then be proudly displayed in the classroom.

***Spelling / Word study** New spelling words are introduced every Monday morning generally with a patterned sound as well as other language features. The three levelled groups of words are discussed with contextual meaning prior to the written activity. Students carefully copy their words into their spelling book and put each of the base words into a sentence while focusing on correct copying, contextual meaning, punctuation, grammatical expressions and self-editing. A printed copy of their 15 words is placed into their diary to take home for that week's practising. There is flexibility of movement between the three 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 and the next week's list is also stuck in.

***Comprehension** Weekly year 3 and year 4 comprehension activities covering all genres and text types, focusing on strategies to extract main features of the varying textual information and question types. Each new text when introduced is modelled and scaffolded. Focus is on independently identifying key points in the text and crucial factors in the questions and instructions.

***Grammar** This term we will continue to revise and focus on sentence structure – especially capitals and full stops, commas, adverbs, pronouns, conjunctions, speech marks, exclamation marks and paragraphing. This will be reinforced during spelling, writing and comprehension activities as well as in formal grammar tasks.

***Writing** To enhance our Sharing focus on 'Multicultural Awareness' each student will write, then type their own cultural based 'Fairy Story' as a booklet, including illustrations. Stories to be read to their buddies.

HANDWRITING

Weekly handwriting activities at year 3 and year 4 levels, focusing on pencil grip, paper and seat position and letter formations of downstroke, hopping and wave pattern letters in upper and lower case. There will be emphasis on the starting points for each letter, head, and body and tail letters using tracing, copying, pattern fluency and tracking proficiencies, whilst working towards words and sentences and eventually linked script.

MATHEMATICS

*Two mental maths activities are done 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. The focus in these learning activities will be to revise and reinforce the mathematical concepts, skills and processes developed in the previous years, including misconceptions, as well as reinforcing those timely topics taught by Natalie. These include place value, problem solving using $+$ $-$ \times and \div , time, money and fractions.

- Maths computer interactive websites will be used for students to individually undertake appropriate levelled challenging activities relevant to the maths areas being taught by Natalie- to reinforce these concepts. Those who need a challenge, undertake extension maths challenge tasks either independently or with a partner.

DIGITAL TECHNOLOGIES

Computers are used on a Monday for using interactive programs including Topmarks, Abcya, Coolmath and Mathplayground, as well as for document writing, power point presentations and research, focusing on the safe use of tools and equipment while exploring a stronger understanding of the keyboard and word document options. Their Fairy Stories are to be typed and made into a booklet.

DESIGN TECHNOLOGIES

Christmas activities at the end of the year. Creative options in Funky Friday on Friday afternoons – some directed and others individual creativity.

THE ARTS

Christmas activities including an item for the school concert.

FRENCH and PE

Monday with Madame Deneuve and PE is on Friday lessons with Mr Grigg and Gymnastics each Monday for 5 weeks.

CONTRACT Weekly year 3 and year 4 contracts encompassing spelling words, various literacy and mathematical strands activities and science and health activities. Each new contract when introduced, is modelled and scaffolded. Focus is on each student to independently identify key points in the text and crucial factors in the questions and instructions, as well as time management skills.

PLAY IS THE WAY A thinking, creative and practical process for learning social and emotional interaction with each other both indoors and outdoors- usually with physical activities involved.

FUNKY FRIDAY During the last lesson on a Friday afternoon, a range of interactive intellectual and social activities either individually or in a small group activities, are provided for those who have completed required weekly set tasks. The aim is to develop and improve their time management, fine motor, problem solving and sharing skills in a creative forum, including:

art and craft
maths puzzles and games
maths card games
puzzles
drawing
book making

construction and making
small whiteboard use
lego and dominoes
dice games
reading
story writing

design/technology including STEM
hookey game with small whiteboard
snakes and ladders
mosaics and geo shapes
trick sticks
maths tasks