

Level 3 Information Handout 2023

Year 3 Teachers:

Kate Yates (Year 3 Leader), Andrew Wastie, Philip Allison, Lisa Shoebridge and Christina Tsotsos

Year 4 Teachers:

Paul Souter (Year 4 Leader), John Hoskin, Sally Dyett, Eli Dahlenburg, Charlotte Caldarelli,

Responsibilities

It is our aim to encourage the students to be responsible for their learning, for their belongings and for their own organisation.

Children should take everything they need into class at the beginning of the day. This includes bringing their Vermont Primary School satchel with their Reader Folder inside, as well as their pencil case and drink bottle.

Students are required to be punctual. Please do not bring your child to school before 8:45AM. Students must be at school by 8.55AM, ready for the first bell. If a child arrives after 9AM they are to sign in through the office. After school there is a teacher on yard duty until 3:45PM. If your child is unattended after this time, they will be sent to Out of School Hours Care at your expense.

We understand that student home life is busy with sporting commitments, additional classes for interests such as Art and additional languages, family commitments and social outings. We encourage a balanced approach to outside of school activities and would appreciate parent support with completing homework and home reading.

Children need to learn to deal with problems that may arise from time to time. If you have any issues please clarify them first with your child's teacher. Children also need to be a reliable source of information about school activities. We are asking parents to please read all notices sent home and the Level Newsletter that is emailed each fortnight.

Reasons for absence (e.g., medical appointment) need to be recorded directly on to Sentral. Prior notice about predicted absences, e.g. family holidays, is greatly appreciated as it allows us to plan accordingly and contact specialist teachers that may be affected by your child's absence.

All notices will be uploaded and available on QRK. It would be appreciated if all notices could be completed as soon as possible after being uploaded. Please check the due date on each notice to ensure your child does not miss out on Excursions and Incursions.

Eating

We aim to give the students time to eat prior to them going to recess or lunch. Please understand that some days in class, eating time may not occur due to timetable changes or items such as incursions. The children must eat their food in the allocated eating area if they have not finished eating in class.

Please remember that we endeavour to be a nut free school and there is to be no sharing of food between students, including on sports days. At times there may be additional allergies in your child's classroom. Please ensure no products containing nuts (i.e. Nutella) are brought to school. Thank you in advance for your support.

Please ensure, should your child choose to bring edible treats to offer the class for their birthday, that they are individually wrapped. This helps to maintain our school's commitment to Covid-safe practices through reduced food handling.

Homework

Homework is sent home on Monday and is to be completed and returned to the teacher the following week on the Thursday. By including a weekend in between, it allows more time for completion.

We understand that families have busy lives outside of school with extra-curricular activities. We are informing the students about the importance of being organised. This is where you can help your child by assisting them in allocating time in the week to do homework. It is important that the time allocated suits your child's learning style. You may like to include movement breaks to allow the child to self-regulate their motivation level, maximizing their ability to focus, concentrate and complete their learning tasks.

If your child requires assistance, help them. However it is important that your role is kept to that of a supporter and guider. Please do not 'do' their homework for them, as this would be depriving them of learning and you may not be allowing your child to develop important independent work and thinking skills.

If they have any questions for their teacher regarding homework, encourage them to seek assistance during the week at a suitable time, i.e. snack eating time or lunch eating time in the classroom. Please ensure they do this early on in the homework fortnight, not the day before it is due.

Please be sure to check the quality of your child's homework and sign the checklist at the end once they have finished.

Please sign or initial the reading log sheet, for each reading session. We expect the children to read aloud to parents every night (even if it is only a couple of pages). You may also read aloud to your child, modelling great expression, as this is a great way for them to learn this component of reading. After this they can then read on to meet the 20 minutes.

If there are circumstances where your child is unable to complete the homework, for example, an extreme illness or serious family issue, please communicate this directly with your child's teacher. Sports training, birthday parties, sleep-overs etc are unacceptable excuses for not completing homework on time.

English

Reading (*The Victorian Curriculum refers to this as Reading and Viewing*)

Lexile Reading

VPS will continue using the Literacy Pro reading program for students who have completed reading levels up to 30. When your child reaches this level they will be sent home with a letter explaining the program. Students sit an online reading test at school that will provide them with a Lexile reading level. All books in the VPS library have been allocated a Lexile level *where possible*, supporting students to choose 'good fit' books from the library. It also provides opportunities to monitor their success and motivate them to read more. A Literacy Pro quiz is available for many books read by the students. It is an expectation that students complete the Literacy Pro quiz about the book they have completed.

At Home

All students are required to read for 20 minutes each night. As the reading material becomes more complex, it is important to ensure that the students read for meaning. Even though many of our students are capable of reading independently, it is beneficial to engage your child in conversations and question them about what they have read. For example: Who is your favourite character? Why do

you like them? What would it be like to be them? What do you think will happen in the story? If you have read the book or shared it, then this questioning process will become more meaningful. It is also important that students are exposed to a variety of texts such as narratives, reports, poems, newspapers, magazines etc.

The Take Home Book will vary according to your child's reading ability. If they are continuing through the reading levels, they will take home a book that is approximately 2 levels below the books your child will read with the teacher in the classroom during Guided Reading Sessions. The purpose of the Take Home book is to promote reading, to practise the strategies taught at school and to discuss what they have understood from the book. At Vermont Primary School, we are proud of the high parental involvement in supporting our reading program. This team work with the school contributes to the high levels of achievement in Literacy.

At school - Whole School Approach to Reading and Viewing

We have linked our Literacy Instruction with a program called CAFÉ (Gail Boushey and Joan Moser). This is a program based on current research about developing proficient readers. The acronym represents the four components of successful reading: Comprehension, Accuracy, Fluency and Expanding Vocabulary. Teachers and students work together to set goals and document learning and growth. It is a structured program that aims to build reading stamina, foster independence and develop a love of reading in students. The Gradual Release of Responsibility model of teaching involves the teacher demonstrating the new strategies, then continuing to model, question and prompt the students, with the students moving toward putting their skills into practice and independently completing their tasks. The students reflect on their own learning and share their knowledge and understandings.

When working in groups, the children will focus on a range of comprehension, phonics and grammar tasks targeted at their individual learning needs. The group working with the teacher will practise the reading strategies taught and focus on deepening their understanding of the text. Whilst students read in ability groups and read texts that are appropriate and suitably challenging to their level of reading, at times they will also be grouped in relation to their individual goal at the time e.g. checking for understanding or making predictions or cross checking. This assists the students to understand the text at an in-depth level.

Writing

At VPS the teaching of writing is based on a range of research into best practice. The students are participating in writing using resources that include Writer's Notebooks. These serve as a tool for students to gather, keep and develop ideas. They are used alongside 'Mentor Texts' or prompts to engage and support them toward being confident writers. During the year, we study different genres. These include: Narrative, Report, Poetry, Persuasive / Exposition and Recount.

We are also guided by resources such as the '6 +1 Traits of Writing' by Ruth Culham as the students develop their writing craft in the areas of: Ideas, Organisation, Voice, Word Choice, Sentence Fluency, Conventions and Presentation. The addition of the 'Seven Steps to Writing Success' resources motivate and enhance the teaching of writing, engaging and inspiring students to produce creative writing pieces that they are eager to share with others.

The children will have the opportunity to produce their writing through a range of digital technologies. Not every piece of writing is published into a good copy.

As with Reading, the Writing lesson involves the teacher explicitly teaching and demonstrating a skill or focus, then continuing to model, question and prompt the students with the students moving toward putting their skills into practice and independently completing their tasks. The students reflect on their own learning and share their knowledge and understandings.

Handwriting

In Year 3, students will work towards developing their cursive writing and will develop their joined handwriting skills.

In Year 4, they develop their joined writing skills and work towards achieving their pen licence.

Digital Technologies and Writing

The students have the opportunity to create multimodal texts in class and during the Digital Technology specialist time. These texts look at various modes such as sound and movement.

Spelling Mastery

Spelling Mastery is a 6 level spelling series designed primarily for students in Years 2 through to 5. It is designed to develop students' spelling skills through 3 strategies (interwoven).

Phonemic

For beginners. Teaches students predictable spellings for different sounds e.g. mat, sat, fat

Morphographic

For more advanced spellers. The program teaches them to spell meaningful units of words (prefixes, bases, suffixes) and combine them to make multisyllabic words e.g. Prefix – re, dis, un // Base – cover pte // Suffix – ed, able = many combinations of those combine to make over 20 words e.g. coverable, covered, discover, discoverable, discovered

The Whole-Word approach

This approach is used at all levels to teach common words that cannot be taught with phonemic or morphographic strategies e.g. thought, through

Students are assessed and placed into groups based on their current spelling ability. Each group meets for approximately 30 minutes for 4 days a week and there is a Spelling Assessment used to monitor their progress every 5th lesson. Their spelling tests are sent home for your perusal. Activities for spelling will be incorporated as part of their homework tasks.

Speaking and Listening

Throughout the year the children are required to present talks to the grade. There is also a focus during reading; the ability to retell what they have read in sequence, answer a question and explain their point of view.

Speaking and Listening focuses on turn taking, retelling in order, linking events, cause and effect, expressing ourselves clearly, following instructions, eye contact, fluency, expression, body language and changing the way we speak depending on who we are speaking to.

Mathematics

This year students in Years 3 and 4 will be taught in Mathematics by classroom teacher, as well as with another teacher from their year level.

In their regular classroom, students will be working on mathematical investigations. These tasks will have some real world application of the Maths skills that have been taught. Mathematical investigations will cater for students of all capabilities in Maths, may include the application of several concepts, will enable students to collaborate with their peers to solving problems and present findings and will enable students to take their findings further. These lessons will take place within the students' own classroom, be taken by their classroom teacher, and take place for three session per week.

For the other two sessions, students will be working with others who are not in their regular class and possibly by a different teacher from the year level. In these lessons, mathematical skills that will be required for them to successfully complete the classroom investigation will be explicitly taught. Students will sit pre-assessment on the concept being focused on, and their group and teacher will be determined by the understandings demonstrated in the pre-assessment. As the classroom investigation changes, so does the concept, so students will find themselves in different groups with different teachers throughout the year.

The Victorian Curriculum Strands for Mathematics in Year 3 and 4 are:

- Number and Algebra - Number and Place Value, Fractions and Decimals, Money and Finance, Patterns and Algebra
- Measurement and Geometry - Units of Measurement, Shape, Location and Transformation
- Statistics and Probability - Chance, Data Representation and Interpretation

Throughout the Mathematics curriculum areas there are four core proficiencies. These are:

- Understanding – the knowledge of mathematical concepts
- Fluency – applying appropriate methods to answer questions
- Problem Solving – choosing strategies and applying knowledge to pose and investigate problems.
- Reasoning – being able to explain and justify mathematical decision making.

Further to this is the student's productive disposition to Maths. That is, their attitude and mindset towards Maths and how they see it relating to the real world. We encourage families to model a positive attitudes towards Maths, to view struggle and challenge as a valuable and enjoyable time, and to immerse their children into as many real life Maths experiences as they can. Students who aren't afraid to be wrong, who enjoy Maths and are open-minded to its possibilities have the best opportunities to learn.

This year each student at Vermont Primary School will have a Mathletics account. This will further the use of Learning Technologies in the Mathematics curriculum.

Inquiry

Inquiry includes History, Geography and Science. The following are a list of the topics the students will be investigating this year:

	Term 1 <i>How Can I Make a Difference?</i>	Term 2 <i>History/Geography /Civics</i>	Term 3 <i>STEM</i>	Term 4 <i>TBC</i>
Year 3	Bounce Back	The Lucky Country	Skills to Pay the Bills	Flight
Year 4	Stamp Out Bullying	The Past in the Present	Pulling Strings	NEMO – life cycle/food webs

It is also integrated into other curriculum areas including English and Mathematics where possible. Some units will have incursions and excursions. Any excursion notices must be handed in two days before the excursion or the children will not be able to go. If they do not attend, they will be expected at school where they will join another class.

Science

The Victorian Curriculum focuses on two main areas:

Science Understanding

- Science as a Human Endeavour
- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

Science Inquiry Skills

- Questioning and Predicting
- Planning and Conducting
- Processing and Analysing Data and Information
- Evaluating
- Communicating

The students will take part in fortnightly investigations throughout the year to develop their Science Inquiry skills and explore the areas of Biological, Chemical, Earth and Space, and Physical Science.

NAPLAN – Year 3

Wednesday 15th – Friday 24th March, 2023

Process

This year NAPLAN testing will be completed online. To ensure the school has enough devices, the NAPLAN online test period is extended to 10 days. Tests will be staggered so all Year 3 and Year 5 classes can complete testing.

Students will complete four tests. The first test will be Writing, which is 40 minutes. Writing will be the only NAPLAN test Year 3 students will not complete online; students will complete this test in a booklet. The following tests are Reading, Conventions of Language and Numeracy which will all be 45 minutes and completed online.

- The Writing genre for 2023 will either be persuasive or narrative.
- Results are expected to arrive sometime in Term 3. There is a vast amount of assessment to process as these tests are administered nation-wide in Years 3, 5, 7 and 9.
- Information will be provided around the testing time, which will answer many, if not all, of your queries.

It is important to note that NAPLAN results, whilst they do indicate standards of knowledge and skills, are a snapshot of how your child performs on a given task on a given day, as opposed to the knowledge your child's teacher will have after six or twelve months of working with them every day. Teacher assessments as presented in June and December reports are based on extended and moderated evaluations of your child's learning, using many different methods over a long period of time.

The following website contains some information for parents about the NAPLAN tests.

<https://www.nap.edu.au/naplan/parent-carer-support>

Level 3 Sport

In Level 3, students will participate in a 40 minute session of sport each Friday. In first term, we will be focusing on athletic events in the lead up to the House Athletics Carnival and Cross Country events. Throughout the year, students will learn skills and rules of a variety of sports, particularly those they will be involved in for inter-school sport in Year 5 and 6. A focus of our sessions will be on developing the game sense of the students – how to involve others, what to do in certain situations of games, making the best decisions etc.

The Resilience Project

Vermont Primary School is continuing with *The Resilience Project* from F-6 as part of our Engagement and Well-being Program to develop increased engagement and improved mental health. Students participate in a weekly 30-40 minute lesson that engages them in activities that research has shown will build resilience and happiness. Each student will receive a Resilience Project Journal. As this journal records their personal thoughts and feelings, this will not be marked by the teacher. Lessons in the curriculum focus on four key strategies:

- Gratitude - Appreciating what you have, not focussing on what you don't have
- Empathy - Thinking of the needs of others/kindness
- Mindfulness - The ability to be calm, present and choosing what you focus on
- Emotional Literacy - The ability to label our emotions as we are experiencing them

Alongside the formal program, classes are embedding the language and strategies from The Resilience Project into day-to-day activities and incidental teaching opportunities.

Camps

Year 3: The Year 3 camp is at the Mt Evelyn YMCA Recreational Camp from Wednesday 5th – Thursday 6th April, 2023.

Year 4: The Year 4 camp is at the Mt Evelyn Oasis Camp from Wednesday 10th – Friday 12th May, 2023.

Please note: It is very important that ALL children attend the camps. They provide the children with a number of new experiences and present them with opportunities to develop their self-confidence and leadership through social interaction in a different environment. Tasks are also completed based on their experiences when they return to school and we would not like the students to miss out. Please ask your teacher if you have any queries.

If you have any queries regarding this information provided in Term One, please submit questions to the Year Level Leaders via email or your child's teacher. Alternatively, you can ask your questions at the upcoming Parent Teacher Interviews. Dates and further details of the Interviews will be provided during the Term.

We are looking forward to a terrific year of Teaching and Learning.

Kate Yates (Year 3 Leader), Andrew Wastie, Philip Allison, Lisa Shoebridge and Christina Tsotsos
Paul Souter (Year 4 Leader), John Hoskin, Sally Dyett, Eli Dahlenburg, Charlotte Caldarelli,

Please read on for information about the Specialist Program delivered to our Year 3 and 4 Program at Vermont Primary School.

Level 3 Specialist Information

Physical Education – Mr Clinton Walsh

1. Curriculum Overview

Term 1 – Athletics

During Term 1, students will focus predominantly on athletics. They will develop skills and techniques in sprinting, relays, hurdles, discus, shot put and high jump.

Term 2 – Invasion Games

An invasion game has two teams of 5 or more players. The aim of an invasion game is to score more than the opposition, either by propelling a ball through a goal area or target or by running the ball over an end zone. This is done by throwing, striking or kicking the ball. Examples of invasion games include AFL, basketball, hockey, netball, soccer and touch rugby.

Term 3 – Net / Wall Games

A net / wall game is commonly played with singles or doubles, with the opponents divided by a net (for example, tennis). However, a couple of exceptions exist: volleyball, where there are six players on each team separated by a net. Racquetball or squash, where instead of a net, the ball is struck against a wall to rebound back.

The aim of a net/wall game is to score more than the opposition by striking the ball over a net or into a wall, then getting it to bounce away from the opponent so that the ball cannot be returned. The ball is struck by either the hand (for example, volleyball) or a bat or racquet (for example, table tennis).

Examples of net/wall games include tennis, table tennis, badminton and volleyball.

Term 4 - Striking / fielding games

A striking/fielding game involves a batting team and a fielding team. The aim of the batting team is to score as many runs as possible. The fielding team aims to minimise the runs or get the batting team out in a variety of ways (for example, catching the ball on the full). Each team bats for the same number of innings.

Examples of striking / fielding games include baseball, cricket, rounders and softball.

2. Sport Education - Level 3 Sport

In addition to Physical Education, Level 3 students will also participate in a weekly 40 minute session of Sport Education. Sport Education will focus on the development of sport skills and provide students with an understanding of rules, strategies and tactics of various sports and an appreciation of codes of behaviour.

3. School Sport Victoria Competition Pathway and Progressions

The School Sport Victoria pathway for Vermont

Primary School is:

School (Vermont PS) → **District** (Nunawading) → **Division** (Whitehorse) → **Region** (Eastern) → **State** (Victoria)

In Level 3 the progression through the SSV Competition Pathway applies to the House Swimming, Athletics and Cross Country Carnivals. Students must compete at each level of competition to reach the State Championships.

4. Vermont PS House Carnivals

2022 Swimming Trials

This year's Swimming Trials will be held at the Croydon Memorial Outdoor Pool on Thursday 10th February 2022. Students will have the opportunity to compete in the individual 50m freestyle, backstroke, breaststroke and butterfly events.

Athletics

This year's House Athletics Carnival will be held at the Nunawading Athletics Track (Bill Sewart Reserve) on Thursday 31st March 2022. Students will participate in the 100m sprint, 200m sprint, 800m, high jump, long jump, triple jump, shot put and discus events. The 1500m and hurdle events will be conducted at school during Level 3 Friday Sport. **Cross Country**

Our House Cross Country Carnival will be held between 11.10am and 1.10pm at Vermont Primary School (Date TBC). Children will run the course of Cantley Lane, Terrara Road, Canterbury Road and Nurlendi Road.

Please refer to the following age group and distance classifications:

8-9 year olds 2000m 10 year olds 2000m 11 & 12/13 year olds 3000m

Digital Technologies - Mrs Julie Hall

Students in Years 3 & 4 have a 40 minute dedicated session in the ICT lab each week. They will continue to work from the Digital Technologies (Digi Tech) curriculum. Digi Tech will be closely linked to the inquiry topic for each term as well as being integrated with the literacy and numeracy program.

Students will explore digital systems and discover how their components (hard drive, monitor, keyboard, mouse) and peripheral devices (cameras, iPads, interactive whiteboards) work together for different purposes.

Data (text, numbers, images, sounds etc) is collected, manipulated and interpreted and then represented in different ways. Digi Tech places a greater emphasis on computational thinking (problem solving) and algorithms (a sequence of steps for carrying out instructions). Students will define simple problems, and design and develop digital solutions using algorithms that involve decision-making and user input. They will have opportunities to create a range of digital solutions, such as game making and interactive adventures using visual programming languages such Code.org

Through cybersafety activities, students will learn how to use information systems safely and to behave responsibly and ethically when working and communicating in an online environment. Office 365 is a cloud-based platform used by the students in 3 -6. This gives them the opportunity to utilize all their digital technologies skills in order to work and collaborate safely with other VPS students. It also allows parents the opportunity to see what their child/ren have been working on.

All families will now receive a copy of the Internet Use Agreement when students enter Year 3 or start at Vermont Primary. When you receive this, please discuss it with your son/daughter and when signed, return it promptly to your class teacher.

Digital Technologies is a dynamic and ever changing area and I look forward to working with your child to assist them to become safe, creative and efficient users of technology.

Performing Arts – Mr Travis Fraser

The curriculum at Level 3 will cover the following aspects:

- Students will be introduced to more complex rhythm patterns and musical styles
- Students will participate in a drumming program where they will learn drumming techniques. They will drum on the floor, chairs as well as being given opportunities on the acoustic and electric drum kits.
- Students will partake in a Song Project using ukulele, keyboard and guitar. The students will work at their own through a number of different tasks tailored for different ability levels.
- Students will also participate in small drama units.

Each year the school hosts two Soiree Concerts highlighting the musical talent of our students. There is a Junior Soiree (Foundation-Yr3 students) which is usually held in Term 2 and a Senior Soiree (Yr4-6 students) which is usually held in Term 3. These concerts will feature music groups such as the Choir, Orchestra and Rock Band, as well as various solo and small group performances. The school will release more information concerning these events to the school community once all the details are finalized.

Visual Arts – Mrs Christine Mulvany and Mrs Meredith Simpson

Students attend a forty minute Visual Arts Lesson in the art room each week.

They need to wear their own smock to protect their uniform when working in the art room. There are NO spare smocks to share. Each child is responsible for their own smock, so please clearly label the smock. Everyone will participate in the same activity and there will not be an alternate activity for children without a smock. The best smocks have long sleeves, are easy to get on and off with elastic or Velcro, are long and cover the thigh and are made of thick fabric (plastic tears easily and paint just slides onto shoes).

The artwork in Year 3 and 4 responds to the class theme as well as the Resilience Project. Children learn new techniques with familiar materials. They develop the idea of planning and presenting their work. They also reflect on artwork of others and begin to identify characteristics of certain styles or cultures.

The role of Visual Arts Specialist is again being shared between Mrs. Mulvany, who works Mondays, Tuesdays and Thursdays and Mrs. Simpson who works Wednesdays and Fridays. Year 3 classes will be taught by Mrs. Mulvany and Year 4 classes will be taught by Mrs. Simpson.

Indonesian - Mrs. Yvonne Smith

Selamat datang welcome to our new students who are learning Indonesian for the first time. Students undertaking Indonesian lessons will begin to acquire the skills of listening, speaking, reading and writing through a wide range of communicative activities and authentic sources. This will enable our students to not only learn about the language but also to develop an intercultural understanding and foster global communication which in turn develops greater tolerance and appreciation of others.

Learning a language fosters students' ability to think and reflect, develop mental flexibility and problem solving strategies. It offers students the opportunity and the ability to develop interpersonal skills and to practise higher order thinking skills in a meaningful context.

Students from Foundation through to Year 6 attend one 40 minute lesson of Indonesian each week.

Level Three

Students consolidate previously learnt language and extend their personal vocabulary and knowledge of the language structures. They read short texts, talk about themselves and adapt language that they know to new contexts. The students participate in stories, comprehension activities, reading, writing, games, songs and speaking activities. They will study the topics of the seasons, months of the year, birthdays, the human body, clothing names, fruits and foods of Indonesia, Indonesian transport, the staple food of Asia/rice and family life in an Indonesian Fishing village. They will also watch the DVD, Dance of the Ramayana performed by the Ramayana Dance Theatre. Students will make a model of a becak and a shadow puppet to perform a short play in pairs.