Level Four

Information Booklet

2013
The Level Four Team

- Julie Nield
- Samantha Teng
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- Anna Saaksjarvi (Team Leader)

Specialists

- PE: Melinda Downes
- Music: Lorelle Caulfield-Lloyd
- Art: Pia Chadwick (Grade 5) and Annmaria Antonino (Grade 6)
- LOTE: Ainslee Peszynski

WPPS Norms and Code of Conduct

At Wattle Park Primary School students, teachers and parents have developed the following norms:

- To be Responsible
- Encourage
- Value
- Care
- Respect
- Challenge

These norms form the foundations for a positive learning environment and the fostering of social skills that will allow each individual child to fulfil their potential.

Level 4 Focus

We, the Level Four team, are committed to providing a high quality teaching and learning program that helps to best prepare your children for their transition to high school. In Level 4 the students are aiming to develop their independent learning and thinking processes. There is a significant focus on students taking responsibility for their own learning and improving their organisational skills.

NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) will involve students in Years 3, 5, 7 and 9 from all States and Territories. For more information including this year’s testing dates, please go to: [http://www.nap.edu.au/](http://www.nap.edu.au/)

Results of the assessment are made available to parents once the process is complete – approximately the end of term 3. To enable your child to feel familiar with the expectations, format and types of questions, we shall provide opportunities to prepare them for this process.
Literacy

Reading
In Level Four students are involved in further developing their comprehension and critical reading skills. They do this through:
- A focus on range of reading strategies
- Author studies
- Reader’s Notebook activities
- Guided Reading and Literature Circles
- Identifying personal strengths and weaknesses and building upon these.

Students are asked to continue to read at home each night and ensure Literature Circle homework is completed and ready to be shared with their group on a weekly basis.

Writing
In Level Four, students learn about and investigate writing in a variety of ways:
- Through the use of an individual Writer’s Notebook- developing a piece of writing from ‘seed’ to published piece based on student choice and interest.
- Understanding the craft of writing through investigating and analysing a variety of texts and examples of writing.
- Focussed lessons on the purpose, structure and features of genres.

Spelling
It is our aim in Level Four to have a consistent approach to spelling across the level. To do this, each class will be involved in weekly spelling lessons focussed on phonetic awareness/letter patterns, visual strategies and morphemic and etymological strategies (word origins). Students will select new spelling words on a Monday and complete LSCWC (look, say, cover, write, check) of their words each day before being tested on Friday.

Speaking and Listening
Throughout the year students will be encouraged to contribute to class discussions, sharing sessions, debates and formal presentations developing suitable eye contact, tone and volume. They will also investigate presentation strategies such as actions and props to gain and hold the attention of an audience. Listening and responding appropriately in a variety of situations will also be a focus.

"Indeed, learning to write may be a part of learning to read. For all I know, writing comes out of a superior devotion to reading."
— Eudora Welty

"So please, oh PLEASE, we beg, we pray, Go throw your TV set away, And in its place you can install, A lovely bookshelf on the wall."
— Roald Dahl, Charlie and the Chocolate Factory
**Literacy- Supporting your child at home**

**Reading**

Students should be reading every night, be it their literature circle book, a novel of choice or an informative text. It is even more helpful if you show an interest in what your child is reading—perhaps borrowing the same book to read and then discuss together, or sitting down to take turns to read.

Archie Fusillo, author of several books for young adults, raises some pertinent questions for parents to help engage children in reading.

- Are book vouchers ever given as presents to your children?
- Do you own a library card for your local library and do you visit your local library/bookshop with your child?
- Do you look at notices in your local library/bookshop? Do you ever support their initiatives such as author talks?
- Does your child have their own book shelf or area for books in their bedroom?
- Are there books in the house?
- Do your children see adults reading for pleasure?
- Do you ever discuss favourite books with your children?
- Have you ever visited a writers’ festival?

By incorporating even a few of these suggestions, parents are well on their way to creating a home environment that values and encourages reading.

Be confident that your child will improve their reading and encourage your child to read anytime, anywhere. Children often enjoy reading more if it is shared so try to make time away from television and interruptions to read aloud with your child.

Encourage your child to read by sharing such activities as:
- reading signs and posters and discussing their messages and meanings
- reading book recommendations and choosing a new book to read
- using a recipe
- reading game rules
- reading newspaper articles together and discussing the ideas presented and your own ideas
- playing word games including crossword puzzles
- reading instructions
- looking at letterbox leaflets
- reading magazines, comics, poems and rhymes.

**Writing**

Encouraging writing:

- Diary Writing- a. Keeping a personal diary b. Diary interaction- student records interest and activities in diary form and parents write a reply
- Value all kinds of writing including notes, lists, invitations, letters, cards, telephone messages, labels, directions, instructions, applications, diary entries as well as the more formal writing stories, reports and reviews.
- Provide a range of appropriate reference books, eg. dictionaries, thesaurus, encyclopaedias.
- Word games- Scrabble, Boggle, Pictionary, Crosswords, Rhyming words.
- Provide a good model of language usage.
- Read your child’s writing or have him or her read the writing to you and comment on the positive aspects. For example, “I really like the way you’ve described this.”
- Talk to your child about the choices an author or film maker might make to create a book, play or film in a particular way. Talk about language choices and why characters look or behave in certain ways.
Writing for a range of purposes

**Personal**
- Personal letters
- Mailings
- Writing files
- Journals
- Anecdotes
- Recipes
- Recount of event
- Scrapbook with captions

**Interpersonal**
- Diaries
- Essays
- Advertising in print
- Instructions
- Rules for games etc.
- Feature articles
- Editorial
- Cartoons

**Informational**
- Reports
- Reviews
- Invitations
- Scripts
- Labels
- Minutes of meetings
- Biography

**Imaginative**
- Picture story books
- Novels
- Poetry
- Short stories
- Songs
- ‘If’ stories, eg. If I were king of the world

Value every kind of writing, Personal, Interpersonal, Informational and Imaginative and don’t forget to model. Remember that every time your child sees you write, you are providing a model for them. During the construction of written pieces at home, encourage a first draft for content; revise for sequence and addition and deletion of information, then correct the spelling before writing the final copy.

**Spelling**

Many writing activities are related to spelling. Help your child with those areas of spelling with which you feel confident. Remember that not all English words can be spelt correctly by “sounding out”, e.g. the words “you” and “said”.
- Talk about how you spell and what you do when you don’t know how to spell a word.
- Provide a dictionary and use it together. Talk about how you need to use the dictionary sometimes.
- Encourage your child to practise new words, say them, write them from memory, then check them.
- Teach your child that spell checkers can be useful but are not always effective, e.g. when the child types a word that sounds the same such as “sure” for “shore”.
- Make a family habit of noticing words in the environment, when travelling, watching television, shopping or when reading together. Notice uncommon words, different spellings, gimmicky words and misspellings.
- Identify common letter patterns such as: -tion, -ough, -sh. Suffixes such as ‘less’ and prefixes such as ‘dis’.
- Find the root meaning of words such as: tri, graph, sign, port.
- See how many words with the same root can be found. For example: sign, signal, signature, assign, resign, design.
- Use a jotter to ‘have a go’ at various spelling. Write them three times and choose the one “that looks right”.
- Enjoy language and spelling by talking about and playing with words.
- The use of a thesaurus is an interesting way to support vocabulary development and provides a means of seeing correct spelling and meaning.
- Encourage the learning of commonly misspelt words.

**Speaking and listening**

- Ask your child to talk to you about a wide variety of topics. Tell your child if you are unfamiliar with aspects of the topic and ask for more information.
- Listen to your child as he or she tells you about events that did not involve you.
- Talk about different ways to solve problems
- Ask your child to give reasons for his or her choices when making a decision. Listen and respond in ways that encourage further thinking aloud, rather than ending the conversation with your opinion.
- Show by your behaviour that you are listening, not just hearing. Build on your child’s responses. Interact with them. Ask questions, add information and make links between ideas.
**Numeracy**

Numeracy involves using mathematical ideas efficiently to make sense of the world. While it involves understanding some mathematical ideas, notations and techniques, it also involves drawing on knowledge of particular contexts and circumstances in deciding when to use mathematics, choosing the mathematics to use and critically evaluating its use. Each individual’s interpretation of the world draws on understandings of number, measurement, probability, data and spatial sense combined with critical mathematical thinking.

**Number and Algebra**

Through whole class, small group, individual work and linking to the real world, students will:
- Be involved in solving problems involving the four operations of addition, subtraction, multiplication and division of whole numbers, decimals and fractions using a range of strategies.
- Learn to multiply larger numbers by one and two digit numbers and divide larger numbers by one digit numbers, showing an understanding of remainders.
- Be encouraged to check the reasonableness of answers using estimation and rounding.
- Identify and describe factors and multiples and investigate prime and composite numbers.
- Order decimals and common fractions and locate them on number lines.
- Begin to add and subtract fractions with the same denominator before moving to fractions with different denominators.
- Continue patterns by adding and subtracting fractions and decimals.
- Connect fractions, decimals and percentages as different representations of the same number and work with these in everyday situations, eg. calculating discount on sale items
- Find unknown quantities in number sentences.

**Measurement and Geometry**

Using a variety of hands on equipment and working in small groups or individually to investigate meaningful and real life problems, students will:
- Use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of regular and irregular shapes.
- Connect decimal representations to the metric system and choose appropriate units of measurement to perform calculations.
- Connect three-dimensional objects with their two-dimensional representations and make constructions of 3 dimensional shapes.
- Describe transformations of two-dimensional shapes and identify line and rotational symmetry.
- Convert between 12 and 24 hour time and interpret timetables
- Use a grid reference system to locate landmarks.
- Measure and construct different angles as well as solve problems using the properties of angles.

**Statistics and Probability**

Through whole class, small group, individual work and linking to the real world, students will:
- List outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1.
- Pose questions to gather data, and construct data displays appropriate for the data.
- Compare observed and expected frequencies.
- Interpret and compare a variety of data displays including those displays for two categorical variables.
- Evaluate secondary data displayed in the media.
- List and communicate data probabilities using simple fractions, decimals and percentages.
# Numeracy - Supporting your child at home

<table>
<thead>
<tr>
<th>Topic</th>
<th>How you can help at home</th>
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<tbody>
<tr>
<td><strong>Number and Algebra</strong></td>
<td>Activities to do at home:&lt;br&gt;  - Have your child share out food. <em>How can you divide up a pizza so that each person can have 2 slices?</em>&lt;br&gt;  - Have your child count out a collection of objects. <em>How can you count a jar of buttons quickly?</em> Example: using multiplication, counting by 10s etc.&lt;br&gt;  - Tell your child that they have a certain amount of money to spend at the supermarket. Ask them to calculate what they could get without going over.&lt;br&gt;  - Investigate scoring possibilities. <em>i.e. If the Hawks score is 35 in the first half, list all the combinations of goals and behinds to get that score.</em>&lt;br&gt;  - When driving long distances, have your child play number games. <em>i.e. My number is between 20 and 5. It is even and a multiple of 3. What is my number?</em></td>
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<tr>
<td><strong>Measurement and Geometry</strong></td>
<td>- Have your child weigh different objects using grams and kilograms. <em>i.e. Ask your child to help measure the ingredients when baking.</em>&lt;br&gt;  - Have your child help you read bus and train timetables when using public transport or calculate how many hours and minutes are left before departures at the airport.&lt;br&gt;  - Point out shapes that you see everyday and ask your child to describe them using shape properties.&lt;br&gt;  - Talk and measure the approximate size of a tablecloth needed to cover a table or to cover a car.</td>
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<tr>
<td><strong>Statistics and Probability</strong></td>
<td>- Have your child look at weather graphs. Get your child to locate significant changes. Analyse trends and explain changes.&lt;br&gt;  - Together with your child, collect information about how much time he/she spends watching TV or playing video games. Graph how much time is spent watching TV or playing video games.&lt;br&gt;  - Analyse how statistics are presented in sport and what it means.&lt;br&gt;  - Calculate the average height of your family/siblings.&lt;br&gt;  - Play 5 games of <em>Rock, Paper and Scissors</em> with your child. Record the number of wins and calculate the probability of winning.</td>
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Integrated Curriculum

Each term students in Grades 5 and 6 will be involved in studying two units. One unit will be a science based unit and the other a history based unit.

Science
During each Science based unit, students will not only be investigating the specific scientific understandings within the topic. They will also investigate the nature and development of science as a human endeavour, learning about the use and influence of science both here in Australia and around the world. Through their investigations, students will develop their scientific inquiry skills of:
- questioning and predicting
- planning and conducting
- processing and analysing data and information
- evaluating
- communicating

History
- During each History based unit, students will not only be investigating the specific historical understandings within the topic, but will also investigate chronological terms and concepts. They will be supported in asking historical questions and conducting research to find the answers to these questions. In doing this, they will be encouraged to analyse and use a variety of sources and consider different perspectives and interpretations. Students will also be asked to communicate their understandings with others.

Term One
Major Focus (for all grade 5 and 6 students)- Natural Disasters
Minor Focus- History:
Grade 5- British Colonies in Australia after 1800
Grade 6- Moving to Federation- Events leading towards federation

The topics to be covered throughout the remainder of the year are:

Grade 5
Science:
Circulatory and Nervous Systems
Energy in our lives
Materials and Waste

History:
Colonial Lives
Migrating to Australia
Key individuals and groups in colonial history

Grade 6
Science:
Survival and Adaptation
Chemical Reactions
Sport and game science

History:
Australian democracy and citizenship- The evolving democratic rights of groups in society (for example, Aboriginal and Torres Strait Islander people, migrants, women).
Stories of migration
Contributions to Australian Society over time
The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA 2008) recognises that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

In Level Four, we are focused on improving students’ competency with utilising ICT for a variety of purposes. We follow the ICT capability learning continuum, which is organised into five interrelated elements:

- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT

**Applying social and ethical protocols and practices when using ICT**

Students:
- recognise intellectual property
- apply digital information security practices
- apply personal security protocols
- identify the impacts of ICT in society

**Investigating with ICT**

Students:
- recognise intellectual property
- apply digital information security practices

**Creating with ICT**

Students:
- generate ideas, plans and processes
- generate solutions to challenges and learning area tasks

**Communicating with ICT**

Students:
- collaborate, share and exchange
- understand computer mediated communications

**Managing and operating ICT**

Students:
- select and use hardware and software
- understand ICT systems
- manage digital data
The Homework Grid

Based on the work of Educational Expert, Dr Ian Lillico

There is no doubt that children need to practice concepts learnt at school, within time constraints, but we need to broaden the definition of Homework. Any work that children do at home needs to be counted and parents and teachers should work together to ensure that children do some work at home, but not a lot of sedentary work.

The Homework Grid is a solution to this old question of getting kids to do something at home and not opt out of family life. It will enable parents to get children to do their share of work in the home including housework, shopping, physical activity such as sport training and family outings such as walking, fishing and exploring the world – activities which enhance family life. It also covers areas such as reading, being read to, playing a game with parents, researching on the computer, music practice and many others.

The Homework Grid philosophy emphasises diversity, family life and active pursuits. It gradually increases in time and complexity from Foundation to Year 6.

The Role of Parents:

It is a good idea to spend two minutes each night with your child to help them organise their homework before they start it. Help them order the sequence of tasks and then set an amount of time to finish it. Students should not spend wasted hours each night stewing over difficult work as they begin to get a negative attitude to it as a result. If the homework is too difficult for your children, please speak to your teacher.

Give positive feedback and praise for good work completed. It is important to show an interest in your child’s work as it makes them feel less isolated from the rest of the family.

Parents can assist by asking children questions prior to, during or after their reading – this directs their reading. It is also helpful for children to verbalize what they are about to write prior to writing. This can mean talking to you about the topic or explaining the main points. This process greatly aids fluency and volume and helps cement thoughts prior to writing.

Parents can find out more ways to assist their children at home by participating in our Parent Helper program, attending information or curriculum nights or drawing on the expertise of your classroom teacher at a parent/teacher interview. Helping in the classroom also helps to give an insight into modern school life and the concepts being taught at school.

Literature Circles

“Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to books. Collaboration is at the heart of this approach. Students reshape and add onto their understanding as they construct meaning with other readers. Finally, literature circles guide students to deeper understanding of what they read through structured discussion and extended written and artistic response.” Schlick Noe, K. L. & Johnson. N.L., Getting Started with Literature Circles

We ask that students think of literature circles as a book club where they are having thoughtful, deep conversation about particular texts. To help them with this, each week students are assigned a specific role to help guide their discussion in the group. The emphasis for literature circles is on team, it is vital that all students read to the agreed point and completed their role to share back with the group.

Diaries

School diaries should be at school every day and go home every night. Diaries will be used to record such things as upcoming events, reminders and due dates. These diaries are a valuable organisation and communication tool, as such we do ask that parents check and sign the diaries on a weekly basis.
Specialist Classes

Mandarin and Asian Studies
All Level 4 students will participate in a 1 hour Mandarin and Asian Studies session per week. The Grade 5’s and 6’s have their session on a Monday. The Mandarin and Asian Studies program focuses on students enjoying and developing an appreciation of China and embracing one of its main languages, Mandarin. Students will also be introduced to many Asian countries and will compare many Asian countries and see how these countries impact on both Australia and China. Students will be taught in accordance with the school norms and will learn vocabulary and phrases related to their term topics. Students will also be given the opportunity to learn and differentiate between China, Australia and other Asian countries via many forms of media including DVDs, posters, books and the internet. The Mandarin and Asian Studies program also aims to develop skills that will enable students to become global citizens of the 21st century. By the time students complete their schooling, they should have developed an understanding of Asia, developed informed attitudes and values about Asian people and cultures, know about contemporary and traditional Asia, connect Australia and Asia and be able to communicate with people of an Asian region.

Throughout the year, students, parents and the wider community will have the opportunity to participate in special school and external events, such as celebrations and festivities held by the Local and City Municipals, shared meals at Asian restaurants, Asian Night Market, a variety of activities during Asian Literacy Week, as well as incursions and excursions relating to our studies on China and Asia. You will receive specific information closer to these events. All children will be encouraged to participate in sessions and practise their Mandarin vocabulary regularly. Please ensure that your child has their Mandarin and Asian Studies display folder at school for every session.

Ainslie Peszynski

Music
The children in grades 5 and 6 visit the Music room for a lesson each week. The program is conceptually based with the children participating in activities focusing on areas such as beat, pitch, dynamics, tempo, form and tone colour. The Victorian Essential Learning Standards (VELS) provide a broad framework. The children are encouraged to explore different music genres and the importance of modern music in our culture is acknowledged. At this level children extend their knowledge and usage of formal notation. The emphasis in Music is on participation as the children explore and respond to a range of music through dance, movement, singing, creating and playing. The children continue to play a variety of musical instruments that are incorporated into weekly lessons. Performance is a big part of the Music program at Wattle Park with events such as our School Concert and Carols night at the school. The children learn the material, based upon an overall theme, in Music classes. This is supported by additional rehearsals with their class teachers. More details about these will be provided closer to the dates.
Each year we also hold Music incursions that enhance the existing program, exposing the children to a variety of art forms. This year we have two incursions, the first of which will provide an insight into Indian Music and Dance – from Traditional to Bollywood. This performance and interactive show will allow the children to enjoy and participate in a hands-on experience. Our second incursion involves a very special performance of The Barber Of Seville by Opera Australia. These incursions will take place at school with the support material providing the basis of the Music program in the preceding and precluding weeks.

There are also additional opportunities for students to further pursue areas of interest in Music. These are as follows;

Senior Choir - The Senior Choir meets once a week for half an hour and is run by myself and Susan Wright. The children learn a repertoire of songs for performances scheduled throughout the year. Membership in Senior Choir is voluntary although once a commitment has been made children are encouraged to remain for the whole year.

Instrumental Program – This is run by Musicorp which offers tuition in a variety of instruments. All children attend a demonstration at the beginning or end of each school year where they have the opportunity to try instruments for themselves. Our Band leader is Geoff Dawson who attends the school each Tuesday for group lessons and a Band Rehearsal before School.
Guitar – This program is also run by Musicorp. Our teacher is David Powys who takes lessons every Monday.

Piano – Lessons are taken by Bernadette Packer in the Music Room each Friday.

The Instrumental Lessons listed above are held at school with the children withdrawn from classes at designated times. Details of these programs are contained in the Enrichment Program leaflet or see Lorelle Caulfield-Lloyd for information.

Lorelle Caulfield-Lloyd
(Music Teacher)

**Physical Education**

Physical Education (P.E.) is the process through which motor skills and fitness skills are taught in conjunction with the development of the child’s personal and social skills.

It promotes the development of understanding and, where relevant, skills in a range of areas, including:

- Fundamental movement patterns and coordinated body actions
- The concept of fitness
- Physical activity
- Growth and development
- Effective relationships
- Identity
- Safety, challenge and risk
- Food and nutrition
- Health

**What to bring to P.E.**

At Wattle Park P.S. all children from Foundation to grade 6 participate in the program for a minimum of 40 minutes per week. As the program is based around physical activity it is highly recommended that the children wear **runners** to school on their P.E. day. They should also bring along a **drink bottle** filled with **water** to ensure that they remain adequately hydrated. During **terms 1 and 4** students also need to have a **broad brimmed hat** and it is advised that they have a small tube of their own personal **sunscreen** to apply.

**Swimming**

The aquatics component of the program is run late in term 4 for the entire school. It is held at the P.L.C. pool by qualified staff and all children are expected to attend. You will receive more details of the swimming program later in the year.
**Competitions**
Wattle Park Primary School participates in the Australasian Schools Competitions. This year the Level 4 students are given the opportunity to undertake the English, Maths, Science and Spelling competitions. This is not a compulsory activity but we do encourage students to be involved. As we approach this time we will provide students with practice opportunities to prepare them for this process.

**Sunsmart**
Please remember that the months of September, October, November, December, January, February, March, and April are Sun Smart terms. Students are to wear a broad brimmed hat which is named. Students are encouraged to wear sunscreen which may be applied before recesses and lunchtime. Water bottles – ‘pop top’ for classroom use (containing water only) are encouraged.

**Communication**
Term 1 is an opportunity for parents, teachers and students to meet for our Family Teacher Meetings. It is at this forum that parents have the opportunity to provide information to the classroom teacher that will support the child’s learning. **Written reports** are provided at the end of Term 2 and 4. After reports are sent home midyear, there is a time set for parents and teachers to meet to discuss the student report. These reports will indicate the level your child has achieved.

Throughout the year we encourage you to stay informed by reading the newsletter and accessing the school website for information. We also ask that you check your child’s diary on a weekly basis and use this as an extra form of communication between student, parent and teacher. We welcome and value your input and encourage you to contact your child’s teacher if you have any queries or concerns.

**Medical Issues**
If a child is well enough to attend school but requires medication to be administered during school hours, parents should supply the medication to the office in a pharmacy-dispensed container that gives the name of the student and the dose required. The name of the medication should be clearly marked on the container. Accompanying the container, parents are requested to provide written instructions regarding the medication required, the date/s to be administered, the dose and the time it is to be given. Proformas are available from the office.

**Parent Involvement**
We encourage you to become involved in your child’s education. Excursions always require parent support and your child’s teachers may ask for support in specific activities throughout the year. You may also like to join a school committee such as Scarecrow, PFA, Education and Grounds Committees.

**Events**
All students will have the opportunity to experience sports, camp, excursions and incursions. In addition to whole school fundraising for community associations, Year 6 students will also be involved in many leadership opportunities.

We very much look forward to a close home and school partnership this year and hope that you will not hesitate to contact us if you have any queries.

The Level Four Team

Anna Saaksjarvi, Cynthia Tuck, Julie Nield and Samantha Teng