

Wattle Park Primary School



Years 3 & 4 Information Booklet 2015

The Year 3 and 4 Team

Julie Nield (Team
Leader)
Robyn Heeps
Kathryn Skantzos
Annabelle Sizeland
Daniel Watts



Specialist Teachers

PE - Melinda Downes



LOTE Ainslie Peszynski



Music Lorelle Caulfield-Lloyd



Art John Davey



Library Kim Wheatley



Garden Marian Bonadeo



Kitchen - Nadia Gallo

Wattle Park Primary School is a Learning Community.

We achieve this through a focus on the following 'norms' or 'ways of treating each other'.

Respect

Encourage

Value

Care

Challenge

To be Responsible

Year 3/4 SPECIALIST TIMETABLE 2015 – Term 1

	Monday	Tuesday	Wednesday	Thursday	Friday
3N		GARDENING L.O.T.E	MUSIC KITCHEN LIBRARY	ART	P.E
3KS	L.O.T.E	GARDENING KITCHEN ART	P.E MUSIC LIBRARY		
3S	L.O.T.E	P.E. GARDENING KITCHEN	LIBRARY MUSIC ART		
4H	GARDENING KITCHEN		LIBRARY ART P.E.	MUSIC	L.O.T.E
4W	GARDENING KITCHEN	L.O.T.E.	LIBRARY P.E. ART	MUSIC	



Years 3 and 4

LITERACY

In Years 3 and 4, Literacy is made up of a focus on Reading, Writing and Speaking and Listening. Generally it begins with a whole class activity and then moves into small group activities based on the needs of the students.

Reading



Students will read an increasing range of material including imaginative and informative texts, in print and electronic form. Students will use a range of strategies to interpret the main ideas and purpose of texts. Through discussion, students will develop their understanding of why interpretations of a text may vary, how the choice of subject matter is influenced by context, the author's purpose and the intended audience. Students will also participate in a whole class 'Reader's Notebook' session to enhance reading comprehension and engagement e.g. making inferences with high quality, illustrated texts. Students will be explicitly taught reading skills and comprehension strategies at their point of need in ability based groups.

Literature Circles

Literature Circles is the home and school reading program that the Year 3s and 4s will participate in all year. The program will further strengthen the link between home and school with the focus being regular home reading.

"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.

Top Tips from our 'Reading Recovery' specialist Rhonda Lush:

What is it that successful readers do? Successful readers:

- Expect what they read to make sense
- Can predict what is to come in the text on the basis of their understanding of the context, of language, and of print
- Can confirm their predictions
- Can correct themselves when they find their predictions to be unsatisfactory

Writing

Writing includes a variety of genres; procedural, report, explanation, transactional, recount, narrative and persuasive features. It is often linked with our Integrated Studies topic. Our writing sessions also incorporate 'Writer's Notebook', handwriting sessions, spelling (sounds, blends, topic words and personal spelling words) and daily Look, Say, Cover, Write Check sessions.

In Years 3 and 4, students' texts include:

- Writing and images to express and develop in some detail experiences, events, information, ideas and characters.
- They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing.
- They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning.
- They legibly write using consistently sized joined letters.

Writing can be encouraged by:

- Diary Writing- a.) Keeping a personal diary b.) Diary interaction- student records interest and activities in diary form and parents write a reply.
- Valuing 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.
- Providing a range of appropriate reference books, e.g. dictionaries, thesaurus, encyclopaedias.
- Playing word games- Scrabble, Boggle, Pictionary, Crosswords, Rhyming words.
- Providing a good model of language usage.
- Reading 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."
- Talking 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.

Remember, 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.

Handwriting

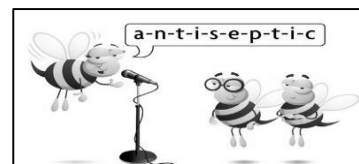
At the beginning of Year 3 the focus is on the revision of correct formation of letters.

During the year the students will commence joining their writing. The line size is 18mm.

Year 4 students consolidate their joining of letters before beginning to use pens. The line size is 14mm. Pen Licences are issued in Year 4.

Spelling

During the week a variety of spelling strategies will be employed to assist your child in acquiring a range of skills, such as phonemic activities (letter and sound patterns – e.g. through/threw/blue). Spelling Journals (LSCWC look /say /cover/write/ check) relate to words which students are using in their writing and frequently used words. 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 and 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.
- Encourage the learning of commonly misspelt words.

Speaking and Listening

Students will be provided with opportunities to exchange information, while exploring ideas and listening to the opinions of others. They will participate in discussions, conversations and presentations in small and large groups, learning to vary their speaking and listening to suit the context, purpose and audience

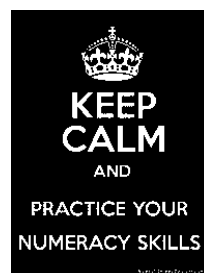
NUMERACY

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 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.

In Year 3 and 4, our focus is to make Mathematics one which targets 'real life' skills. One of the aims of the mathematics' program will be for students to understand the purpose of mathematics in their daily lives.

The program will address the areas of:

- Number & Algebra
- Measurement & Geometry
- Statistics and probability



Number and Algebra

- Students count and order numbers to and from 10 000.
- They recognise the connection between addition and subtraction, and solve problems using efficient strategies for multiplication with and without the use of digital technology.
- Students recall addition and multiplication facts for single-digit numbers.
- They represent money values in various ways and correctly count out change from financial transactions.
- Students model and represent unit fractions for halves, thirds, quarters, fifths and eighths, and multiples of these up to one.
- They classify numbers as either odd or even, continue number patterns involving addition or subtraction, and explore simple number sequences based on multiples.

Measurement and Geometry

- Students use metric units for length, mass and capacity.

- They tell time to the nearest minute.
- Students identify symmetry in natural and constructed environments.
- They use angle size as a measure of turn in real situations and make models of three-dimensional objects.
- Students match positions on maps with given information and create simple maps.

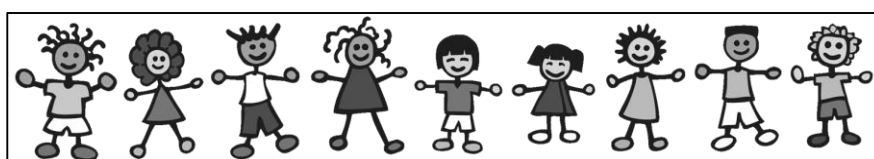
Statistics and Probability

- Students carry out simple data investigations for categorical variables.
- They interpret and compare data displays.
- Students conduct chance experiments, list possible outcomes and recognise variations in results.

'Mathletics' on line Mathematics program

Students have access to the Mathletics program. Children can access this from home to consolidate and revise areas in Mathematics.

Numeracy- Supporting your child at home



Topic	How you can help at home
Number and Algebra	<p>Activities to do at home:</p> <ul style="list-style-type: none"> • Have your child share out food. <i>How can you divide up a pizza so that each person can have 2 slices?</i> • Have your child count out a collection of objects. <i>How can you count a jar of buttons quickly?</i> Example: using multiplication, counting by 10s etc. • 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. • When driving long distances, have your child play number games. <i>i.e. My number is between 20 and 5. It is even and a multiple of 3. What is my number?</i>
Measurement and Geometry	<ul style="list-style-type: none"> • Have your child weigh different objects using grams and kilograms. <i>i.e. Ask your child to help measure the ingredients when baking.</i> • Point out shapes that you see every day and ask your child to describe them using shape properties. • Talk and measure the approximate size of a tablecloth needed to cover a table or to cover a car.
Statistics and Probability	<ul style="list-style-type: none"> • 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. • Calculate the average height of your family/siblings. • Play 5 games of <i>Rock, Paper and Scissors</i> with your child. Record the number of wins and calculate the probability of winning.
	<p><u>Good websites to help your child:</u></p> <p>http://resources.woodlands-junior.kent.sch.uk/maths/</p> <p>http://www.abs.gov.au/ausstats/abs@.nsf/web+pages/statistics?opendocument#from-banner=LN</p> <p>http://www.primarygames.co.uk/</p> <p>http://www.youcandomaths.com.au/maths-games.html</p> <p>http://www.learninggamesforkids.com/math_division_games.html</p> <p>http://www.mathplayground.com/games.html</p> <p>http://www.mathsisfun.com</p>

INTEGRATED CURRICULUM

Each term, students in Years 3 and 4 will be involved in studying two units: Science and Humanities.

Science and Humanities (History & Geography)

Our focus is on learning through an Inquiry process and the Thinking Curriculum – challenging and extending children's thinking. There is a focus on the development of research skills via the use of technology in the classrooms, the Library and various support services and references. These skills are developed through a range of specific content areas from the AusVELS Curriculum.

SCIENCE

During each Science based unit, students will not only be investigating the specific scientific understandings within a topic. Students will investigate the earth and space sciences, physical, biological and chemical sciences. 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



Here are the focus areas for term1 to give you an idea of the subject content:

Year 3: 'Night & Day': Observing the Sun and the Moon. *Earth's rotation on its axis causes regular changes, including night and day.* This topic is about why we experience day, night and the seasons. Students will study the relationship between the Earth, Moon and Sun. They will learn about the Earth's axis and orbit and they will observe and understand the changing appearance of the Sun and the Moon in the sky.

Year 4: 'Friends or Foes: Plants in Action'

Cycles: *Living things have life cycles. Living things, including plants and animals, depend on each other and the environment to survive.* In this unit students learn about different types of living things. They classify organisms according to different criteria and examine the life cycles of plants and animals.



HISTORY

During each History unit, students will not only be investigating the specific historical understandings within a 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 **explain and communicate** their understandings with others. Here are the focus areas for term1 to give you an idea of the subject content:

Year 3: First Australians

Students will study the importance of Country and Place to indigenous peoples of the local area. Students will investigate the cultures, beliefs, languages and social organisations of indigenous people before the arrival of Europeans looking closely at their communities and clans; languages and dialects; Dreaming stories and their meanings and the significance of the environment and land-management practices.

Year 4: First Peoples

Students will investigate the diversity and longevity of Australia's first peoples and the ways indigenous peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. They will study their ways of life and the beliefs and practices followed by indigenous Australians in this area. Students will also inquire about the relationship between language; country; place and spirituality; indigenous shelters (for example, caves); nomadic lives; hunting and gathering; technologies (for example, axes, fire, boomerangs, javelins, digging sticks); Elder's' roles; cave and rock paintings; didgeridoos; ceremonial dances; taboos; totems and kinship laws.

Geography

The study of Geography will be incorporated into other areas of the curriculum including Reading, Writing, History, Science, Mathematics and the Kitchen/Garden program. Geography focuses on learning outside of the classroom; fieldwork in the school grounds or local area and gathering materials first hand. The key features of the study of Geography are:

Place: town, village, region, nation, earth

Space: where features, sites and places are located

Environment: interactions within & between the natural & human environment

Scale: study places, features, environments on a regional, national continental global level

Interconnection: interrelationships at different scales linking local to global

Sustainability: physical & human elements which interact to produce sustainability

Change: geography deals with change over time and space



Stephanie Alexander Kitchen Garden Foundation

Children learn best through doing, through positive examples, through trial and error. We need to capture their interest, curiosity and energy as well as their appetites! The garden and kitchen provide a real-life context for learning, which interweaves the theories and practices behind **growing, harvesting, preparing** and **sharing** fresh, seasonal foods.

As participants in the **Stephanie Alexander Kitchen Garden Program**, students discover the pleasures of hands-on food education, through regular classes in a productive vegetable garden and a home-style kitchen classroom. Students learn to build and maintain a garden according to organic principles, and to grow and harvest a wide variety of vegetables, fruits and herbs. An abundant vegetable garden is created within the school grounds to provide edible, aromatic and beautiful resources for the school kitchen. The creation and care of the garden teaches students about the natural world, its wonders and beauty and how to cultivate and care for it.

In the kitchen, students prepare a range of delicious dishes from the seasonal produce they've grown. The finished meal is arranged with pride and care on tables set with flowers from the garden. The shared meal is a time for students, specialists, teachers and volunteers to enjoy the fruits of their labour, and each other's company and conversation.

Years 3 & 4 are involved in the Stephanie Alexander Kitchen Garden Program in a weekly garden and kitchen session. We must have five volunteers per session for the program to operate. The volunteers work with small groups of students helping with the necessary tasks. This ensures greater enjoyment, increased learning experiences and a safe learning environment. It is best if volunteers can commit weekly but if you can only spare a few weeks that is still greatly appreciated. It is a wonderful learning experience for all and we highly recommend you consider the time to become involved if you can. So, if you can spare



some time on a Monday, Tuesday or Wednesday to assist in either the kitchen or garden, please contact either:

Robyn Heeps, Year 4 teacher: heeps.robyn.r@edumail.vic.gov.au, Nadia De Cesaris, chef: gallo.nadia.n@edumail.vic.gov.au; Marion Bonadeo, gardener: johnmarionb@yahoo.com.au.

We also have a new volunteer online booking system: <http://vols.pt/c5rTkH>

Music



The children in Years 3 and 4 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. At this level children extend their knowledge and usage of formal notation which they are encouraged to read and use in a variety of situations. 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 Carol's 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. The Year 4 children also learn to play the **descant recorder** during class. This is a valuable experience as the children learn to play an instrument in which they achieve quick success, whilst reinforcing their knowledge of musical notation.

Each year we also hold **Music incursions** that enhance the existing program, exposing the children to a variety of art forms. These incursions will take place at school with the support material providing the basis of the Music program in the preceding and precluding weeks.

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.

Teacher: Lorelle Caulfield-Lloyd



Wattle Park Primary School Instrumental Program **Music Lessons**

Instruments Available

**For more information on which instrument would be most suitable for your child, please contact the office on 9572 3391 or admin@music-world.com.au*

- | | |
|----------|-------------|
| ▪ Piano | ▪ Drums |
| ▪ Violin | ▪ Flute |
| ▪ Cello | ▪ Clarinet |
| ▪ Guitar | ▪ Saxophone |

Individual Lessons

- Individual/private lessons can be provided during school hours, once a week for 30 minutes.
- Individual/private lessons can be provided outside school hours at our Music World studios, once a week for 30, 45 or 60 minutes.
- Private lessons are encouraged for students wishing to progress at a faster rate with their music. Private lessons are more suitable to prepare students for music exams and/or solo performances, competitions and scholarships.

Paired/Group Lessons

- Paired/Group instrumental lessons will be provided during school hours – once a week for 30 or 60 minutes.
- Groups will be organised according to ability of students, expertise of teachers as well as the number of students enrolled.
- Group lessons are particularly suitable for when students are at the same level. They offer a low cost, non-intimidating, and fun introduction to instrumental music playing for beginners or experienced students wishing to try a new instrument.

Band, Orchestra and/or Ensemble:

- Music World offers Band, Ensemble and Orchestra opportunities for students who wish to enhance their ensemble skills and play along with their friends.
- Currently, Music World offers band practice once a week before school hours.
- Band Practice does not occur during the first and last full week of school term.
- To be able to participate in our Band/Orchestra/Ensemble, the students must have at least one year of experience on their preferred instrument in order to be able to sight read music adequately.
- Fees for band, orchestra and ensembles are determined separately from the student's individual/paired/group lesson.
- Student will also participate in school performances, Eisteddfods and competitions where the opportunity arises and if the teacher thinks they are ready to do so.

Equipment and books:

- Instruments and other support materials can be purchased through the Music World shop at 296 Waverley Road, East Malvern.
- Music World also offers instrumental hire if required.

LOTE: Mandarin and Asian Studies

All Year 3 & 4 students will participate in a 40 minute Mandarin and Asian Studies session per week. 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, 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 your child completes their weekly homework from Language Perfect.

Teacher: Ainslie Peszynski

<p>Hello =</p>	<p>你 好</p>
<p>Ní</p>	<p>hao !</p>

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 Year 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.

Teacher: Melinda Downes

Art

Over the year, the art program includes the exploration of both two and three-dimensional materials in the form of drawing, printing, painting, collage, modelling, construction and threads and textiles. Particular focus is given to the art elements of line, shape, colour, texture, tone and pattern.



It is very important to provide children with hands on, sensory experience. The students are given time to explore and experiment with different materials and techniques enabling 'discoveries' to be made along the way. These basic skills are extended and developed as both the projects and materials become more challenging. All students are encouraged to push and challenge their materials and techniques as the process of making is just as important, if not more, than the outcome.

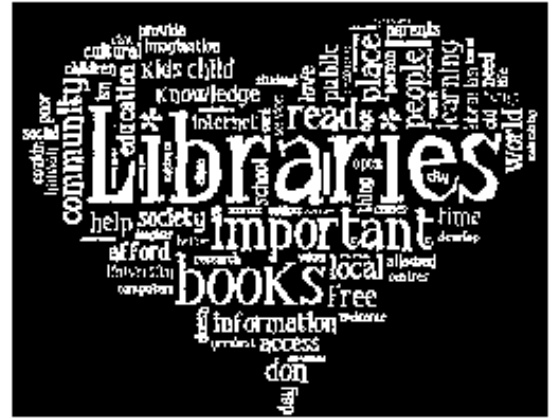
In learning to respond to various aspects of the arts we will discuss and draw inspiration from many artists and great periods of art, both historical and contemporary, famous and those in our classroom.

Student work is often displayed in and outside the Art room and will be showcased later in the year during the concert and art show. All students are involved in the design and construction of both props and the backdrop for the school concert. Please note that all students are required to wear a smock (this can be anything that covers the uniform from an apron to an old thick t-shirt or shirt) during art lessons.

Teacher: John Davey

LIBRARY

Years 3 & 4 children will have a weekly 20 minute library borrowing session on a Wednesday. Children will be encouraged to browse and borrow and will be assisted with their selections. Children are able to borrow 2 books. All students require a strong, durable library bag which is labelled with their full name and classes. There is also a 'RETURNS' tub outside the Library door and books may be returned in this tub every day. The Library is also open to all children at lunchtime on Wednesday and Thursday. If you have any queries about the Library program I look forward to discussing them with you.



Teacher Librarian: Kim Wheatley

ICT

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 Years 3 and 4, we are focused on improving students' competency with utilising ICT for a variety of purposes.

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



Students have completed a Cyber Bullying module and reflected upon the safe and responsible use of ICT as part of our 'Start Up' program.



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 children 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.

Each week children will be expected to complete a range of activities from the homework grid. The completion of these tasks can be organised in any way you feel will help your child complete the set tasks successfully over the course of a week. Your child will also be encouraged to plan their activities using their diaries. Homework will be issued on a Monday and the grid is to be signed by parents and returned to school the following Monday.

The Role of Parents:

It is a good idea to spend two minutes each night with your child to help them organize 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.

Student Diary

Each student has been given a student diary. 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 organisational and communication tool. As such, we do ask that parents check and sign the diaries on a weekly basis. They will also be used for daily correspondence between home and school as required and as a record of your child's home and school reading. The children must record daily what they have read at home and have it signed by a parent/carer. Your child will be given 15 minutes silent personal reading time per day at school.



Parent/Teacher Communication

Year 3/4 Newsletter: A termly newsletter from the Year 3/4 teachers will be issued during the first week of each term. Please read this carefully and keep it safely as it contains important information and dates directly relevant to the Year 3/4 level.

Student Diary: Any communication you need to make can be written in your children's diary. Teachers also use this for small, informal communications.

Meetings: Please feel free to pop in before or after school if you wish to see your child's teacher. If you have concerns that will take longer to discuss, please make an appointment either before or after school so the teacher can give the matter their full consideration and time to address your concerns.

Written reports are provided at the end of Term 2 and 4. After reports are sent home in June there is a time set for parents and teachers to meet to discuss the student report. These reports will indicate the

expected levels in Level 3 and the level your child has achieved. Appointments can be made at different times over the year by both the parent and the teacher when there are issues requiring discussion.

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

All children are encouraged to think of the school norms when participating in all school activities. The students continually refer to the norms during the year through discussion and role plays. A **School Code of Conduct** booklet will be sent home for you to re-read through with your child, sign and return to school. 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.

Camp

This year's camp is to Phillip Island Adventure Resort. The dates are from the **2nd-4th September**. Further details regarding costing and an outline of the program will be distributed later in the year.



National Assessment Program – Literacy and Numeracy 2015

The National Assessment Program - Literacy and Numeracy (NAPLAN) will involve students in Years 3, 5, 7 and 9 from all States and Territories.



The NAPLAN tests will be conducted in 2015 on:

- **Tuesday 12th May 2015** - Language Conventions
- **Tuesday 12th May 2015** - Writing (including spelling, grammar and punctuation)
- **Wednesday 13th May 2015**- Reading
- **Thursday 14th May 2015** - Numeracy

Please contact your child's teacher if you have any questions or concerns.

Academic Competitions

Wattle Park Primary School participates in the Australasian Schools Competitions. This year the year 3/4 students are given the opportunity to undertake the English, Maths, Science and Spelling competitions. This is not a compulsory activity but we do encourage our students to be involved. Again as we approach this time we will provide students with practice opportunities to prepare them for this process. There is a cost involved in participating in these competitions.

Children's Responsibilities and Routines

During our school 'Start Up' program, we have been focusing on thinking about, discussing and deciding on the important aspects of a happy and productive learning community and working towards establishing

the classroom 'norms' (How do I want to be treated at school?/How will I treat others?). This forms the foundations for a positive learning environment and the fostering of social skills that will allow each individual child to fulfil his or her potential. The following areas have been addressed:

- School Norms
- Consequences relative to situations
- Creating a positive learning environment

In Years 3 and 4, we endeavour to further develop independence within each child. Some of the behaviours that are expected are:

- Ensure that their diary is taken home and brought back to school every day and is signed by a parent/carer every week.
- Increasingly make use of their diary to organise their homework and activities.
- Ensure letters are taken home and returned in a timely manner if appropriate.
- Line up by class on the top court at 8.50am when the music starts ready to file into the classroom altogether ready to start learning at 9.00am prompt.

Please note the following:

- School starts at 9.00am please have children here on time, if not a parent needs to sign their child in at the office and a late slip is to be brought to the teacher when the child enters the classroom.
- Canteen is Monday and Friday. Children are responsible for putting their own lunch order into the basket.
- Absences please send a note the next day; phoning the school or verbally telling the teacher is NOT classified as a written note.

Sun Smart

Please remember that Term 1 and 4 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 recess and lunchtime. Water bottles for classroom use (containing water only) are encouraged.



Medical Issues



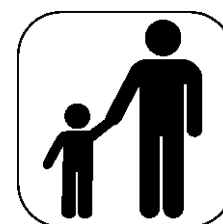
029v0111dc fotosearch.com

If a child is well enough to attend school but requires medication to be administered during school hours, parents should supply the medication 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 (this is to be given to the office). Proformas are available from the office.

Please note non-prescription medications will not be administered.

Parental Involvement

We encourage you to become involved in your child's education. We welcome parents to assist us with special events such as excursions, kitchen/garden program, organisation of support materials etc. Prior notification of these events requesting assistance will always be given and the Class Rep may coordinate these via email. As part of the home-school link we invite parents to help facilitate the daily



implementation of the school curriculum. Helpers will be required for variety of activities. If you would like to be a helper a form will be sent out later this term. It is now a requirement that you have a "Working with Children" Card (available online www.workingwithchildren.vic.gov.au/home/applications/), if you wish to help in the classroom and attend excursions. We encourage you to participate in the Parent Helpers Program that will be run by our Assistant Principal, Ms. Megan Ganter, in preparation for how you can be of assistance when working in the classroom. Your help will be greatly appreciated



2015

The Year 3 and 4 team are keen to make a smooth transition for all the children into the new school year. If you have any concerns regarding your child, please do not hesitate to come and talk to us.

With everyone working in partnership, we will make this year a happy and successful one for your child.

Thanks for reading!

Gayle Cope, Julie Nield, Robyn Heeps, Kathy Skantzios, Annabelle Sizeland and Dan Watts