

Respect
Confidence
Community
Ambition



What's On

Term 1

23rd February:
Community Circus
Challenge Incurion

24th February: District
Swimming @ WaterMarc

5th March: R.P.S Fete

6th – 8th March: Life
Education Visit

13th March: Labour Day

15th – 20th March:
NAPLAN Begins

30th March: Parent
Teacher Student
Conferences

28th, 29th, 31st March, 3rd,
4th April: Year 3 & 4
Swimming @ Eltham Swim
School

6th April: Term 1 ends

Term 2

24th April: Term 2 Begins
25th April: ANZAC Day

Year 3/4K Parent Information Book February 2023

Welcome to 3/4K

Dear Parents,

Welcome back to a new school year. The students in Year 3/4K have had an incredibly settled start to the year. They have already begun establishing their routines and getting into the learning zone with our Start Up Program! The Start Up Program facilitates social connections between the students and teacher, and sets the high expectations for learning that we have at Research Primary School.

This booklet explains the operations of Year 3/4K in 2023 and is designed to assist you to understand the programs and classroom procedures.

The aim for the year ahead is to provide learning experiences that enable the students to develop independence, resilience and responsibility for their own learning, which promotes leadership skills. Together, we have established a shared vision for the year.

The following staff will be working closely with your child, providing many new and exciting activities throughout the year at Research Primary School.

Classroom Teacher: Chris Koroneos

Specialists:

Physical Education: Mark O Halloran

Art: Krista Kepitsis

Science & Technology: Rebekah Djumadi

Library: Rebekah Djumadi

This year will be exciting, challenging and rewarding through our combined efforts and hard work.

English

The English program focuses on the development and extension of Reading, Writing and Speaking and Listening skills and involves the students working both independently and in groups to build upon their individual skills. The program covers strategies appropriate to the students' needs, therefore groups are flexible and teachers plan appropriate and challenging work tasks.

Reading

The Fountas and Pinnell program, which focuses on assessing and building reading comprehension, is a large component of our reading program. The program consists of twelve individual strategies, which assist students to develop a greater understanding of what they read.

The strategies are:

- | | |
|--|-----------------------------------|
| 1) Searching for and Using Information | 2) Monitoring and Self-Correction |
| 3) Solving Words | 4) Maintaining Fluency |
| 5) Adjusting | 6) Summarising |
| 7) Predicting | 8) Making Connections |
| 9) Synthesizing | 10) Inferring |
| 11) Analyzing | 12) Critiquing |

This year we will continue Independent Reading where students are provided a set reading time, giving them the time to practice the explicit reading strategies taught in class. It also provides more opportunity for teachers to track and set reading goals in conjunction with the student through reading conferences. Students will be using a range of both student selected and teacher selected texts during this time. In preparation for Independent Reading, students will focus on how to pick a 'Good Fit' book and build their reading stamina.

Teachers also listen to students read during Literature Circles, Guided & Reciprocal Reading or Shared Reading sessions. Reading Express will also be utilised to support the reading strategy being taught. The teacher led sessions vary, depending on the common need of the students in each group. Consequently, the book your child reads at home is aimed at encouraging reading for pleasure and the development of independent reading skills. This book can be from the Library, Class Bookshelves/Tubs or the child's own text.

Home Reading

Home Reading is a requirement of all Year 3 & 4 students. They are to record the number of **nights read** in their Reading Logs (record the book title & pages), rather than the number of books they read. Students are welcome to enjoy a book of their choice from home or the local library, rather than those provided by the school, however we still like to monitor the number of nights read, so please ensure your child returns their Reading Log daily. We would appreciate your assistance in encouraging your child to read regularly at home and have book conversations.

Writing

In Year 3 & 4 students are involved in daily writing sessions. Through conversations and discussions the students are encouraged to broaden and increase their vocabulary. Fun and engaging activities assist in promoting grammar and structure skills. Inspiring prompts and story creation lessons help spark the student's creativity and imaginations.

Writing scaffolds and frameworks for a variety of writing styles are provided to enable the students to plan and devise their writing. We also focus on paragraph organisation and the development of sentence structure. Students are taught to proofread and edit their own work (up level) and apply these strategies in their published and personal writing.

Another important part of the writing program is 'The Big Write' and 'Talk Homework'. 'The Big Write' has proven an exciting and effective way of encouraging students to develop both their spoken and written language.

To assist with 'The Big Write' at school, students and their families are asked to complete 'Talk Homework' about the proposed topic. The aim is for the students to TALK. *'If they can't say it, they can't write it'*, we teach children to become articulate thinkers and speakers, who will then become articulate writers.

Spelling

Spelling instruction focuses on developing the students' ability to segment words into sounds and synthesise, or blend, sounds to form words. The lessons are systematically sequenced so students' progress from learning simple, broadly applicable phoneme-grapheme relationships to studying those that are more complex and unusual. Throughout the year a significant portion of teaching is dedicated to word study, including prefixes, suffixes and language concepts like homophones, homographs, antonyms and synonyms.

Grammar

The Year 3 & 4 students will be taught grammar explicitly through the writing program. This links well with the renewed Grammar emphasis in the Victorian Curriculum F-10.

Handwriting

Students are required to develop a handwriting style that is becoming legible, fluent and automatic for a wide range of writing purposes. The students will practise joined Victoria Cursive writing, working towards achieving their pen licence.



Speaking and Listening

In Year 3 & 4 students are involved in oral presentations based on topics studied in class. They will be encouraged to use subject specific vocabulary, adjust their volume and pace to suit the audience and develop effective communication skills when working in groups.

Mathematics

Throughout the year we cover the areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability in our mathematics program. In each classroom Numeracy sessions operate the same way – Drill, Warm-up, Launch, Explore, Summarise. Teachers begin each session with a short Drill and Practice session, then a Numeracy Warm-up focussed on Number skills, moving to the Launch of the particular focus for the day. Students then explore the new learning through differentiated activities appropriate to their level of ability, and a whole class regrouping at the end of the session to summarise new learning. Students work at their appropriate level for each topic. Numeracy is taught 5 hours per week and students participate in daily Mathematics sessions. All students will also have access both at school and at home to Mathletics on-line to support our Numeracy program.



Learning Technologies/iPad/Computer

Wherever possible, Learning Technologies are integrated into the classroom program. We have iPads and laptops in the classroom to support the use of ICT in learning and teaching. At Research we are also very fortunate to have enough laptops for whole class sessions.



A big focus in Year 3 & 4 is on the students to become proficient with the many aspects that can be achieved through the use of digital technologies to enhance their learning and presentation.



Our aims in Year 4 are to become critical users of technologies,

use these technologies to generate innovative ideas, learn new skills and

communicate their learning in a variety of ways. Overarching all this, is using technologies and techniques correctly and safely at school, home and in the

future. All students will participate in creating a Learning Technologies user agreement

including the rules and expectations around safely using these devices and the internet.

Integrated Studies

The following topics will be covered this year:

	Year 3/4K
Term 1	Setting Up A Classroom Culture <u>Personal & Social Learning</u> Year 3 & 4: Stand By Me- What Makes a Good Friend? Looking at friendship, kindness, respect.
Term 2	Humanities <u>History & Geography</u> Year 3 & 4: Marvellous Melbourne – Why Is Melbourne So Great? Exploring the sights & sounds of Melbourne
Term 3	<u>Health & Physical Education</u> Year 3 & 4: Masterchef – What's Cookin? Setting Up a Food Truck Restaurant
Term 4	<u>3-6 Camp Campapse: 18th – 20th October</u> <u>Civics & Citizenship</u> Year 3: Local Government: Who's In Charge? Year 4: State Government: Who Makes the Rules? Year 3 & 4 Body Wise

Japanese

Japanese is taught by the classroom teacher for approximately 1 hour a fortnight. This may be broken up throughout a week, or taught in a solid chunk of time depending on what is more suitable for the class. Although the program does teach basic language skills, it predominantly focus' on the cultural aspects of Japan.

Wellbeing

The purpose of wellbeing sessions is to address and discuss any issues that may arise in class or in the yard. Through creating an environment of open communication, we aim to improve the wellbeing and mental health of our students with a focus on emotions, thoughts and self-esteem. In these sessions, students will explore strategies that will help them in challenging situations and continue developing resilience. For example: exploring Cybersafety, anger management, gratitude and mindfulness.

Specialist Classes

The students will be participating in the following specialist classes this year: Art, Science & Technology, Physical Education and Library on a weekly basis.

Art

In Art, this year the students will be investigating elements of art such as colour, line, shape, value and texture. They will explore these elements using different mediums like paint, oil pastels, collage and clay. The students do not need to bring their own art smock, they will have access to one in the art room.

Physical Education

The Physical Education program builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills in a range of settings, including indoor, outdoor and aquatic. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity. There will be opportunities for students to develop personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision making. In our PE sessions we will prepare for upcoming events such as cross country, athletics and Interschool Sports.

Science & Technology

Welcome to Science and Technology, my name is Ms Rebekah and I look forward to an exciting year of discovery with our RPS students. This year we shall be exploring the world around us through biology that includes life cycles, sustainability and food production, chemical science investigates solids, liquids and gasses, earth and space will look at planets, weather systems and geological events while physical science will explore motion, force, and gravity. Students will have the opportunity to explore through hands-on experiments, to predict, test and reflect on their own learning.

Parent/ Teacher/Student Interviews

This year we will have parent/teacher/student interviews in terms 1 & 3 and student reports in terms 2 & 4. The first parent/teacher/student interviews are in week 10 (Thursday, 30th March 2023) of Term 1.

Reports

Mid-Year and End of Year Reports are sent home, at the end of Term 2 and Term 4 respectively. Students in Year 4 are typically working towards achieving Level 4 of Victorian Curriculum F-10. More information about this can be found at www.victoriancurriculum.vcaa.vic.edu.au

Excursions, Incursions and Special Activities

Excursions and Incursions are an important part of the students learning and supporting the classroom topics. They allow the student to discuss and participate in 'real life' experiences that build on their skills and understanding.

Years 3 – 6 Camp

This year the Year 3 – 6 students will be attending the same camp. We are heading to Campaspe Downs from Wednesday 18th – 20th October, (Term 4) near Kyneton

The 3/4s and 5/6s will have different programs at the camp.. It is an adventure camp with many exciting activities.

Home Learning

Home Learning is a part of the classroom program and allows students to develop positive work habits and to manage their time effectively. Home Learning will be handed out on Friday and due back on Wednesday the following week. The students will be given Spelling words and a selection of the following based on the class focus that week; assigned tasks on Mathletics, Reading Eggspress and independent research.

Parents are asked to encourage their child to establish a Home Learning routine. If you know your child is unable to hand their homework in on time in a particular week, please notify your child's teacher explaining when it will be completed. We will be providing a home learning timetable for you and your child to work together to fill out to assist them in taking Personal Responsibility for their learning at home.

Welfare

To maximise your child's learning we ask you to consider the following;

- The importance of establishing routines
- Encouraging independence
- Promoting healthy eating and sleeping habits
- Helping with the establishment of organisational skills and responsibility
- Being punctual
- Understanding the importance of rest and relaxation time

Community Champions

At R.P.S, we are continuing with our Wellbeing Program called 'Community Champions' with a focus on the Research Values of Respect, Confidence, Community and Ambition. We will be promoting respectful behaviours for each other, teachers and for the environment. We will be setting 'high expectations' in our learning and endeavouring to be the best that we can be.

Hats, Water Bottles and Healthy Snacks

We encourage students to have a bottle of water in class each day so they can access it when needed. We also ask children to aim to bring healthy snacks to school every day.

All students must wear a Research Primary School hat from September to April/May. Caps and non-school uniform hats are not acceptable. Children who do not have a hat to wear outside will be asked to remain under shelter during recreation times.

Mobile Phones/Communication Devices

As of 2020, it is a ministerial order that all mobile phones or personal mobile devices (eg smart watches) are to be switched off and placed in a safe provided by the school, and this continues in 2023. All students in 3/4K with these devices are to sign their phone in on entering the class and place them in a bag with their name these are then stored in a safe place during the day.

Punctuality/Absences

It is most important that all students aim to be at school on time in the morning, ready to begin class at 9.00am. Lateness does occur occasionally however we urge you to ensure your child is punctual as constant lateness upsets the classroom routine and causes lost teaching time. The classroom teachers aim to welcome the students to come in and get organised for the day at the first bell. If your child is late, they will need to go to the office before heading to the classroom to be signed in for the day. If your child is away, please notify the office or mark absence on Compass.

Collecting Children Early

When you need to collect your child early from school, it is necessary to visit the office to sign your child out and the office will contact the classroom.

Money/Notices

All money and notices sent to school go to your child's room and are collected and then sent to the office.

Home – School Communication

- **With Classroom Teachers**

We are all more than happy to discuss the learning progress of your child with you throughout the year, or any other issues or concerns. We can be contacted through Compass online. Please make an appointment to see us before or after school however try to avoid catching us after 8.50am in the morning as we are busy preparing for the day. You can also contact us via the school email on researchcps@edumail.vic.gov.au

- **With the School or Office** The following are the school's contact details:

1570 Main Road Research 3095
Tel 9437 1917 Fax 9437 1058

*Thank you for taking the time to read the Year 3/4K information booklet.
I look forward to working successfully with you and your child this year.*

Chris Koroneos