

**Launching Place Primary School**  
**Term Planner – Grade 3/4**  
**Term 1, 2017**

**What's Happening in the Classroom:**

**English**

**Reading**

Level 3 students at Launching Place Primary School will start the term by 'Establishing a Reading Community'. This unit ensures the students are prepared for the reading workshop as well as setting up their level library and choosing 'good fit' books. Students will get to know themselves as an effective reader and gain an understanding of the purpose of reading. In order to ensure students have a balanced reading diet, they will have a range of text types. A reading journal will be used to record important information during reading mini lessons and while they are independently reading. Students will build on their reading stamina over the term to read for 20 minutes.



Classroom Libraries



Book Boxes



Sustained Reading

During the reading workshop, we will use strategies from the CAFÉ program. Throughout the term, students will participate in mini lessons, conferencing and Guided Reading. These sessions will allow each child to work towards their individual reading goal.

***Some ideas to help your child with reading:***

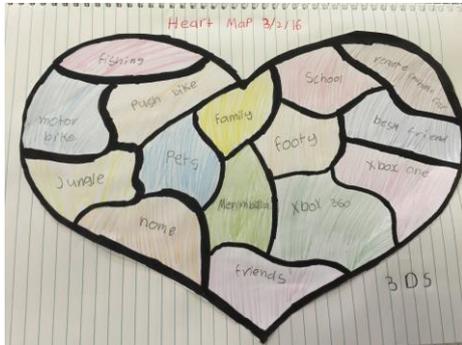
- Assist your child to choose a 'good fit' book. If you are looking for good books for your child, why not try your local library <http://www.erl.vic.gov.au>
- Encourage your child to read to the end of the sentence to enable him/her to gain further cues to the identification of an unknown word.
- Make sure that reading is an enjoyable experience for your child. Therefore if your child wants to read a difficult book he/she has an interest in, read along with them. Reading is a sharing time that can give you the opportunity to discuss the content of a book.
- Encourage your child to read a range of fiction and non-fiction texts and ask questions that will help them improve their comprehension.
- Praise every effort in reading, especially if confidence is low. Don't compare your child's performance with that of siblings or friends.

**Writing**

We are starting the writing program by 'Creating Lifelong Writers' where we will introduce the Writer's Notebook. "The purpose of a notebook is to provide a place for students to practice writing. It's a place for them to generate text, find ideas and practice what they know about spelling and grammar" (Aimee Buckner). Each student will use their notebook each day and we encourage students to regularly write at home. We will start the writing process by telling stories

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and making connections from stories we read to our experiences. Each day, students will participate in a mini lesson to start forming ideas of what to write.



Here is a student's heart map created during a Writer's Notebook session. This contains important and special thoughts that they love. We can take one of these ideas to expand on later when developing a writing piece.

Students are expected to:

- Write daily in their notebooks at school
- "Find" topics for their notebook writing from their life, from reading and from natural curiosity. Students are expected to make decisions about their writing topics on a daily basis.
- Try strategies from their mini-lesson before continuing with their own work for the day.
- Fold over any entry they deem too personal to share with their peers. (Students may not staple, glue or tape this page shut).
- Respect the integrity of the notebook by taking care of it and having it in class every day. Students will respect other notebooks by only reading entries they are invited to read by the author.
- Practice what they know about conventional spelling and grammar. Entries must be legible.
- Discover how writing can enrich their lives.

This term we will also focus on imaginative writing. Students will be using some of the ideas from 7 Steps to Successful Writing such as Planning for Success, using Sizzling Starts, Dynamic Dialogue and Exciting Endings. We will continue to use the 6+1 writing traits to develop students' voice, organisation, ideas, conventions, word choice and sentence fluency.

Students are required to publish their individual writing piece in a format of their choice. They will take their piece through the writing process of drafting, revising, editing and publishing. During this time, students will take part in individual and group conferencing sessions with the teacher to enhance their writing and to work on particular strategies.

### **Spelling**

Spelling and Writing are key Professional Development areas for staff at LPPS for 2017. The children will participate in spelling inquiries where they will investigate different spelling patterns and rules. Spelling sessions will also allow students to look at word parts, word history and origins, phonics, visual spelling etc. Using this range of strategies, student's will begin collecting and learning their own spelling words.

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### **Speaking and Listening**

Speaking and Listening is a vital component of the English program. In order to improve their speaking and listening skills, your child will be encouraged to participate in different activities which may include: group work, circle games, class discussions, VIP presentations and oral responses in the CAFÉ program.

Students will also be encouraged to share their writing with whole class and/or small groups and learn to give and receive feedback.

### **Mathematics**

The Mathematics program at Launching Place Primary School is designed to cater for each child's individual needs. To ensure all students experience success, maths classes may take several different approaches. These include group work with focused teaching circles, hands-on, real-life activities, computers for skill building and problem solving, and open-ended, rich learning tasks. Throughout the term, children will be pretested and then grouped with others of a similar ability. They will then work at their level to target the next step in their learning.

Students will continue to work on Blitzmasters and improving their results. Blitzmasters assist children in developing the quick maths skills needed to succeed in all areas of maths. Children will participate in conferences with their teacher to learn new skills as they pass levels and also to get assistance with any area they are needing extra assistance with.

This term we will revise and build on understandings such as:

#### **Number and Algebra**

- Addition
- Subtraction
- Multiplication – groups of, arrays, repeated addition
- Place Value
- Automatic recall of number facts

#### **Measurement and Geometry**

- 2D shapes
- 3D shapes and features
- Transformation of shapes (flip, slide, rotate)
- Tessellations
- Symmetry
- Co-ordinates and Grid references
- Direction – N S E W

### ***Some ideas to help your child with Mathematics***

There are countless ways to help your child grasp mathematical concepts and skills. Calculation is not the only mathematical skill necessary at school. Measurement and Geometry, Statistics and Probability are all part of the Mathematics Curriculum and opportunities for experiences in these abound.

*Practising times tables* – although students will spend time learning multiplication at school, they will find it much easier if they are thoroughly familiar with the times tables. Ask your child which ones they are doing in their quick maths and practise them daily. You may like to do this

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as you drive with your child, when they help in the kitchen or when you find you have some time alone with them. A chart in the smallest room in the house can also be beneficial.

*Games* – many children’s games are mathematically based. Jigsaw puzzles provide early experience for visual planning skills to develop. Games where dice are used give opportunities for number use and understanding. Logic and strategy games sharpen young minds for thinking and planning ahead. Apart from the social language opportunities inherent in these games, the mathematical thinking involved is of huge value and cannot be taught in a formal sense.

*In the kitchen* – cooking and preparing food involves numbers and measures. Ask your child to contribute at an early age, from counting how many people and how many potatoes, to doubling the recipe which calls for one and a half cups of flour. Temperature, weight, mass, time and length are all part of life in the kitchen, as are fractions, decimals and dozens.

*Attitude* – the most important thing is that these activities provide useful, happy experiences in mathematical thinking. Keep it enjoyable. Learning happens best when the learner is ready and wants to learn.

### **Integrated Studies – What’s Eating You?**

This term’s unit of study is called “What’s Eating You?” Students will investigate areas in their local environment and identify conditions that affect the survival of its inhabitants. They will learn that many living things depend on each other for food and shelter and that each organism is part of an interactive “food chain”. To introduce the unit, students have the opportunity to take part in a science incursion ‘Friends or Foes’. Students will be engaged through an informative, hands-on session, which includes a variety of real life animals for them to see and touch.

### **Homework & Diaries:**

Students are expected to read at home for a minimum of 20 minutes and get their diary signed by a parent to indicate how long students have read. A minimum of 3 signatures are required per week and will be checked every Wednesday.

Diaries are a central part of home/school communication at Launching Place Primary School. Not only do the teachers check them regularly to see their reading record, they are often used to deliver messages to parents. If you write a message to the teacher in the diary, please make sure your child knows and shows it to the teacher. It is expected that in grades 3 and 4, students should be responsible for their morning routine; teachers do not give reminders to show them the diary every day.

On Wednesday the 8<sup>th</sup> of February, students brought home their Homework Contract book. Students are expected to complete one contract each week and homework will be checked/corrected on a Wednesday.

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**You can help your child and us by:**

- Sending your child with a piece of fruit or vegetable to eat at Snack Attack time.
- Donating any suitable books (that you have finished with) to add to our classroom libraries.
- Reminding your child to bring their diary to school **every day**.
- Sending a bottle of water for your child to keep in the classroom.
- Sending a box of tissues to school.
- Ensuring all school supplies (including spares) are named and brought to school at the beginning of the term to ensure your child has the equipment they require.



**THE ARTS – Miss Nyman**

This term The Arts will be held on Thursdays. Students will receive an hour and half lesson each week that will combine elements of visual arts and performing arts, including music, drama and dance. In visual arts, students will be exploring patterning, contrasting colours that complement each other, as well as shading based on the position of light. To coincide with their 'What's Eating You?' unit, students will use a variety of instruments to create a soundscape for a predator vs prey scenario, which will be supported by some art about animals. In drama, students will create silent movies to explore communication without words. They will focus on including the important information, telling a full story and using their body language and facial expressions to portray emotion. Students will enjoy completing some improvisation tasks and learning some new songs.

**PHYSICAL EDUCATION – Mr Devisser**

Phys Ed for grade 3/4 children will be held on Mondays but 3/4L will be on Wednesdays. They will also be involved in a sports program on Wednesday afternoons. It would be great to see everyone wearing **appropriate footwear** on their PE days. School shirts and shorts or school tracksuits are ideal. Hats are also a must.

First Term program will focus on the following:

1. Minor Games to start the year (2 weeks) which will focus on collaboration and generate enthusiasm for the program.
2. The main focus of the term will be Athletics, concentrating on developing skills for each of the events held at our Athletics Sports in late Term 1.
3. Children will participate in an Athletics Award Program for each individual child which rewards individual improvement, not necessarily outstanding achievements as this often leaves those with less skill uninterested. Records will be kept of each child's performance and then compared with the previous year's results to measure improvement.

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**Asian Studies – Mrs. Tatterson**

In 2017, Asian Studies will aim to build the intercultural understandings of the students. The focus will be to enable students to learn to value their own culture, languages and beliefs, and those of others. We will learn about diverse Asian cultures in ways that recognise and respect similarities and differences.

This term Asian Studies will focus on the broader aspects of 'culture' and the world. We will begin by sharing our knowledge of Australia and the world. We will explore how and why the way we live is similar and different to cultures around the world, with a focus on Asian countries.

Later in the term, to coincide with the integrated studies topic 'What's Eating You', we will focus lessons on exploring different ecosystems in Asian countries.



**Dates to Remember:**

Wednesday 15<sup>th</sup> February – Parent/Teacher Getting to Know You Interviews

Friday 24<sup>th</sup> February – Welcome BBQ for new families/buddies

Friday 10<sup>th</sup> March – Whole School Swimming Carnival (Healesville Pool)

Monday 13<sup>th</sup> March - Labour Day Holiday

Friday March 24<sup>th</sup> – Athletics Day 3-6

Friday 31<sup>st</sup> March – Last day of Term 1, 2:30pm dismissal

Regards,

Zoe Kendall, Ashlea Fistic and Ala Lorenc  
(3/4 teachers)