

# Year 3 & Year 4

## Information Session 2026

*Learning without limits*

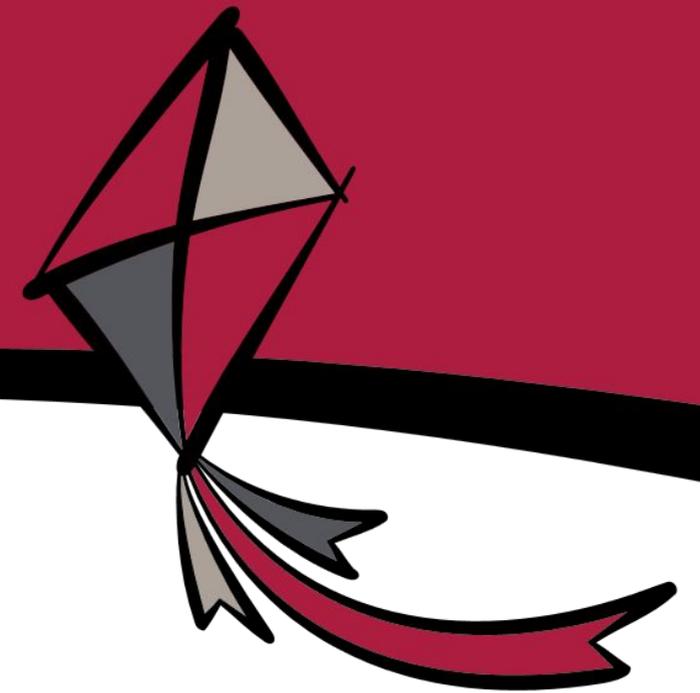
Be curious | Be caring | Fly high | Find joy

**Keelonith**  
Primary School  
Greenvale

**Matt Cook** - Principal

**Samantha Birrell** – Assistant Principal - Teaching & Learning

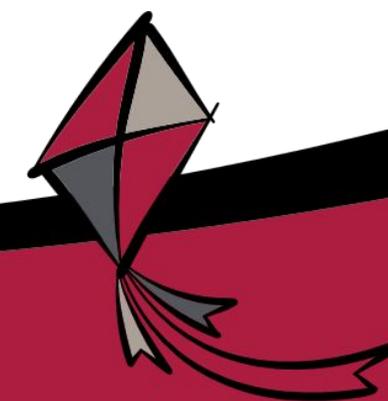
**Jane Black** - Assistant Principal - Student Wellbeing & Engagement



# Acknowledgement

We acknowledge the Traditional Custodians of the land on which we gather, the Wurundjeri people of the Kulin nation. We recognise their continued connection to the land and waters of this beautiful place, and acknowledge that they never ceded sovereignty. We respect all Wurundjeri Elders and Ancestors, and any First Nations people here today.

Keelonith – In Wurundjeri Woi-Wurrung language means *to hear and understand*.



# The team



**Matt Cook**  
Principal



**Sam Birrell**  
Assistant  
Principal



**Jane Black**  
Assistant  
Principal



**Rachael Telford**  
Learning Specialist



**Olivia Lowrey**  
3A



**Andy Li**  
3B

3C



**Nicki Bilby**  
4A



**Makayla  
O'Keeffe**  
4B



**Jean Van  
Borgondien**  
4B



**Paula Gaughan**  
STEM



**Heath Yasunaga**  
PE



**Nikolina Perkovic**  
VISUAL ART



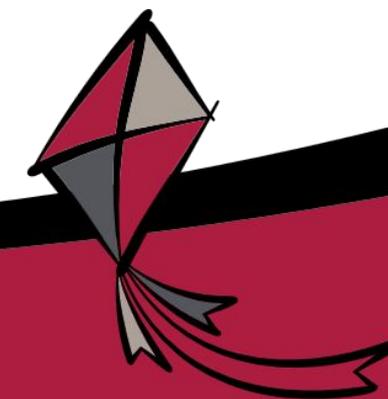
**Jenny Farrelly**  
PERFORMING ARTS



**Violeta Young**  
AUSLAN

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# What to expect in 2026

## Communication through Compass

- School communication
- Excursions & events\*
- Emails from teachers
- Newsletter fortnightly

## Term Overviews

- Provides information on the focus learning areas & important dates for the upcoming term

## Attendance

- Compass
- Who might call



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# What to expect in 2026

## Consistency

- School wide expectations
- Language we use with students
- Use of visuals



TURN AND TALK



WHITEBOARDS



CHORAL RESPONSE



IN YOUR BOOK



CONCEPT/SKILL  
DEVELOPMENT



REVIEW

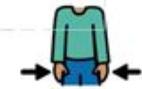


## Keelonith Primary School expectations

At Keelonith Primary School, we strive to be the best we can be.

We do this by:

- Keeping our hands, feet and objects to ourselves



- Using our learning time as working time



- Using the title/name each person likes



- Using appropriate words



- Waiting our turn in conversations and play

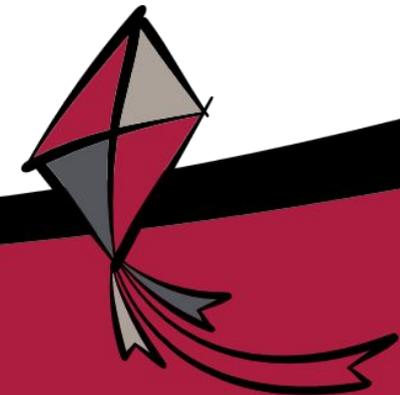


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# What learning looks like in Year 3 & Year 4

## **CHEER Values:**

**C** - Compassion

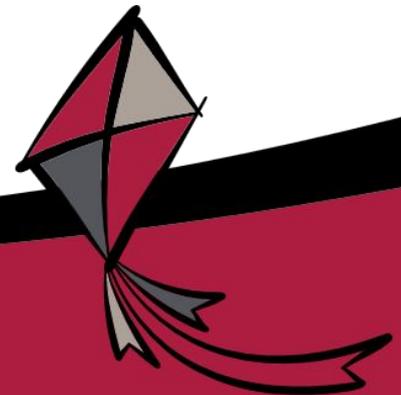
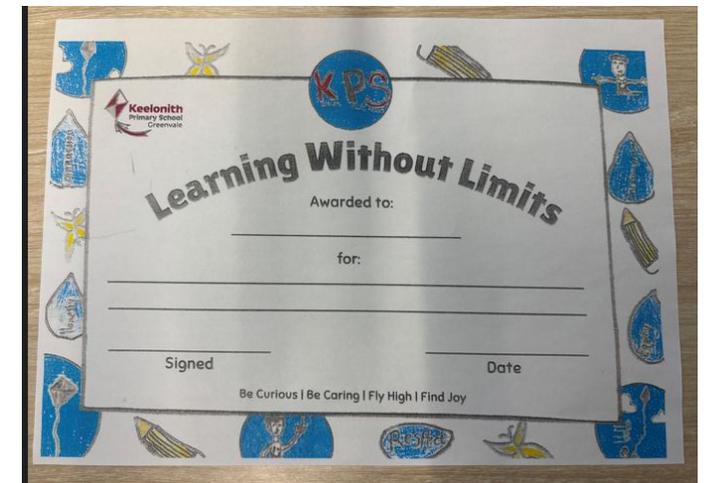
**H** - Honesty

**E** - Equity

**E** - Encouragement

**R** - Respect

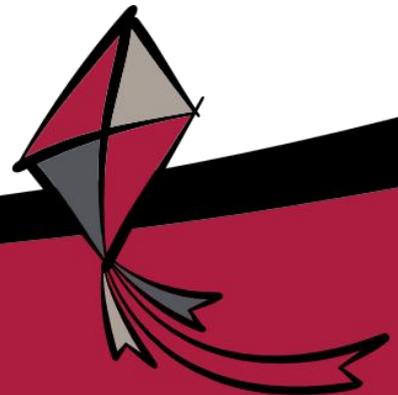
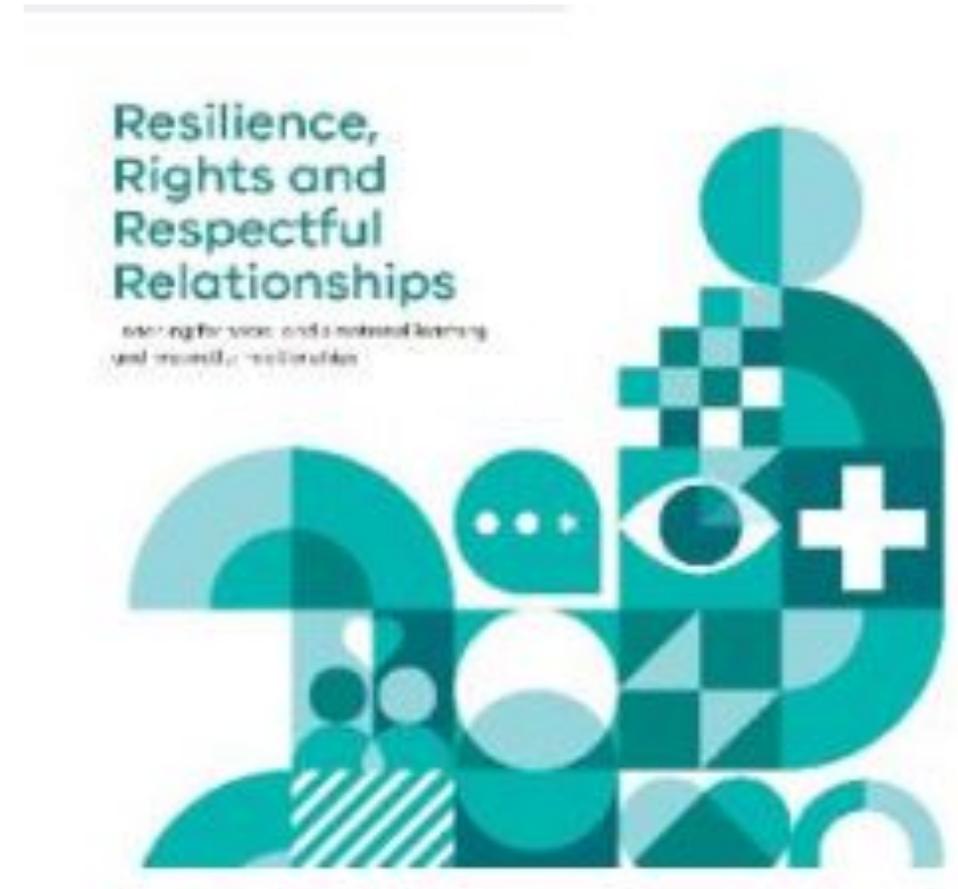
- Awards at assembly
- Acknowledgement weekly via Compass



# What learning looks like in Year 3/4

## ***Social & Emotional Learning:***

- Taught fortnightly
- Resilience, Rights and Respectful Relationships
- Values and expectations reinforced as required



# What learning looks like in Year 3 & Year 4

## Learning Launch

- Start of every day
- Includes review of previously taught content in English
- Explicit teaching of Vocabulary for upcoming learning
- Maths problem of the day



### Vocabulary

CONCEPT/SKILL DEVELOPMENT

## *independence*

(Part of Speech: Noun)

<b>Definition:</b> Independence is the ability to do things on your own.	<b>Visual:</b> 
<b>Synonym:</b> Self-supporting, unassisted.	
<b>Word family:</b> Independent (adjective), Independently (adverb).	
<b>Example Sentence:</b> When I sit quietly by myself during learning time, I am showing independence.	

### Maths Problem of the Day

Choose 1 to complete

Hours worked by Nina

Week	Hours
Week 1	3
Week 2	5
Week 3	2
Week 4	4

William earns money each week for doing jobs.  
For each job he earns \$2.  
He records the number of jobs he does in one week in a table.

Jobs	Number
Take out the rubbish	
Walk the dog	
Wash dishes	

If William does the same jobs for three weeks, how much money will he earn altogether?

\$13 
\$26 
\$39 
\$78

Nina earns \$4 per hour.  
How much money did she earn in Week 3?

\$2 
\$6 
\$8 
\$12

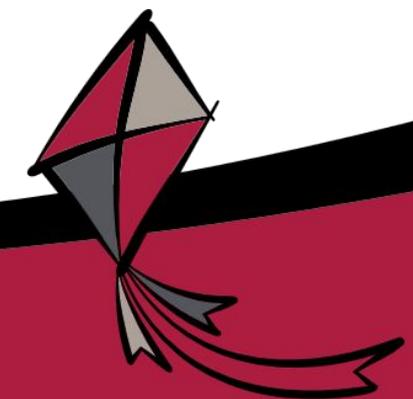
# What learning looks like in Year 3 & Year 4

## Science/Humanities:

Embedded into Reading & Writing

- we read and write about what we are learning about

CURRICULUM MAP 2026 (YEAR B)																																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
Foundation			Friendship/Being @ school			Books & Stories		My history		The Weather			Lit Focus			Country & Place		Materials			Lit Focus		What is a map?		Coding			Being Healthy & Safe		Lit Focus		Celebrations						
SEL Lvl F	Taught through Story Champs & Discovery Time															Taught through Story Champs & Discovery Time																						
Level 1	Identity – Community & Being a Learner			Local places & how places change			Lit Focus		What is in the sky?						Lit Focus		Changes in daily life			Properties of Materials		Lit Focus		Being Healthy & Safe			Coding		Lit Focus									
SEL Lvl 1/2	RRRR Topic 5										RRRR Topic 6										RRRR Topic 7										RRRR Topic 8							
Level 2	Identity – Community & Being a Learner			Lit Focus		Important places			Lit Focus			Solar System			Looking after the Earth		Lit Focus			Changes in Technology		Changing Materials			Being Healthy & Safe		Lit Focus		Coding									
SEL Lvl 1/2	RRRR Topic 5										RRRR Topic 6										RRRR Topic 7										RRRR Topic 8							
Level 3	Identity – Community & Being a Learner			Australia & its neighbours		Lit Focus			Properties of materials		Lit Focus				Early Australia - The First Australians		Solids, liquids & gases		Lit Focus		The Water Cycle Soil, rocks & minerals			Health & Safety		Lit Focus		Birth of democracy										
SEL Lvl 3/4	RRRR Topic 5										RRRR Topic 6										RRRR Topic 7										RRRR Topic 8							
Level 4	Identity – Community & Being a Learner			Lit Focus		Captain Cook & The First Fleet			Lit Focus			Properties of materials			The impact of settlement		Solids, liquids & gases		Lit Focus		Local Government		Soil, rocks & Minerals Weather events		Health & Safety		Lit Focus											
SEL Lvl 3/4	RRRR Topic 5										RRRR Topic 6										RRRR Topic 7										RRRR Topic 8							
Level 5/6	Identity – Community & Being a Learner			Lit Focus		Australian Democracy/Rights & Reform			Lit Focus		States of matter Mixtures & Solutions				Immigration		Lit Focus		Reversible & Irreversible change		Body Systems & Health			Natural Disasters Changing the Earth's surface		Lit Focus												
SEL Lvl 5/6	RRRR Topic 5										RRRR Topic 6										RRRR Topic 7										RRRR Topic 8							

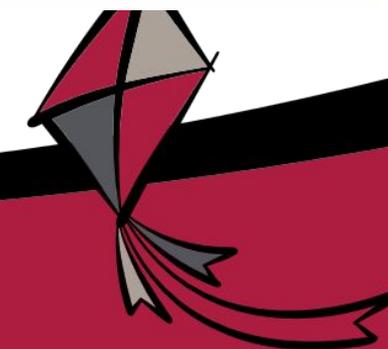
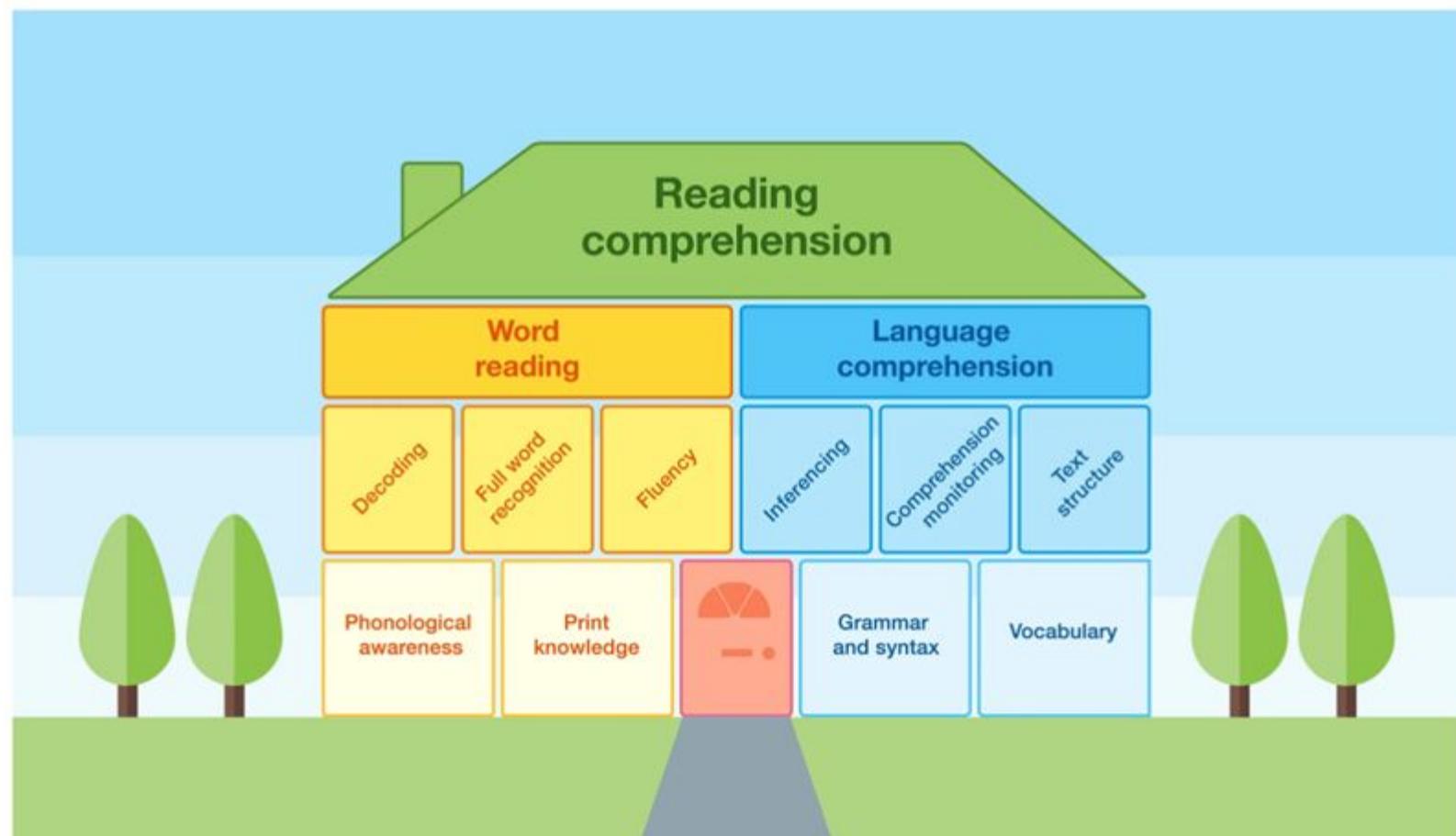


# What learning looks like in Year 3 & Year 4

## English

- English skills are complex with reading, writing and oral language skills all linked.
- Learning to Read & Reading to Learn happen together
- Spelling/morphology
- Writing - sentence level & whole piece composition

Figure 2: Reading comprehension—the sum of many parts  
Adapted from Hogan, Bridges, Justice, and Cain (2011)



# Knowledge building - Reading & Writing

## Science, Humanities & Rich Literature

This is where we read about what we are learning about.

Students use the writing skills they are learning to write about the topic they are learning about.

### I DO



Animals are **living organisms**, which means they carry out **life processes** such as breathing, growing, moving, reproducing, and responding to their environment. Unlike non-living things, animals need **air, food, water, and shelter** to survive.

Animals can be **classified** into different groups based on their **observable features**. **Vertebrates** are animals that **have a backbone**. They are usually larger animals and have skeletons inside their bodies. There are **5 main groups** of vertebrates. They all have different features that help them survive in their environment/



Reptile



Mammals



Amphibians



Birds



Fish

### Sentence Starters:

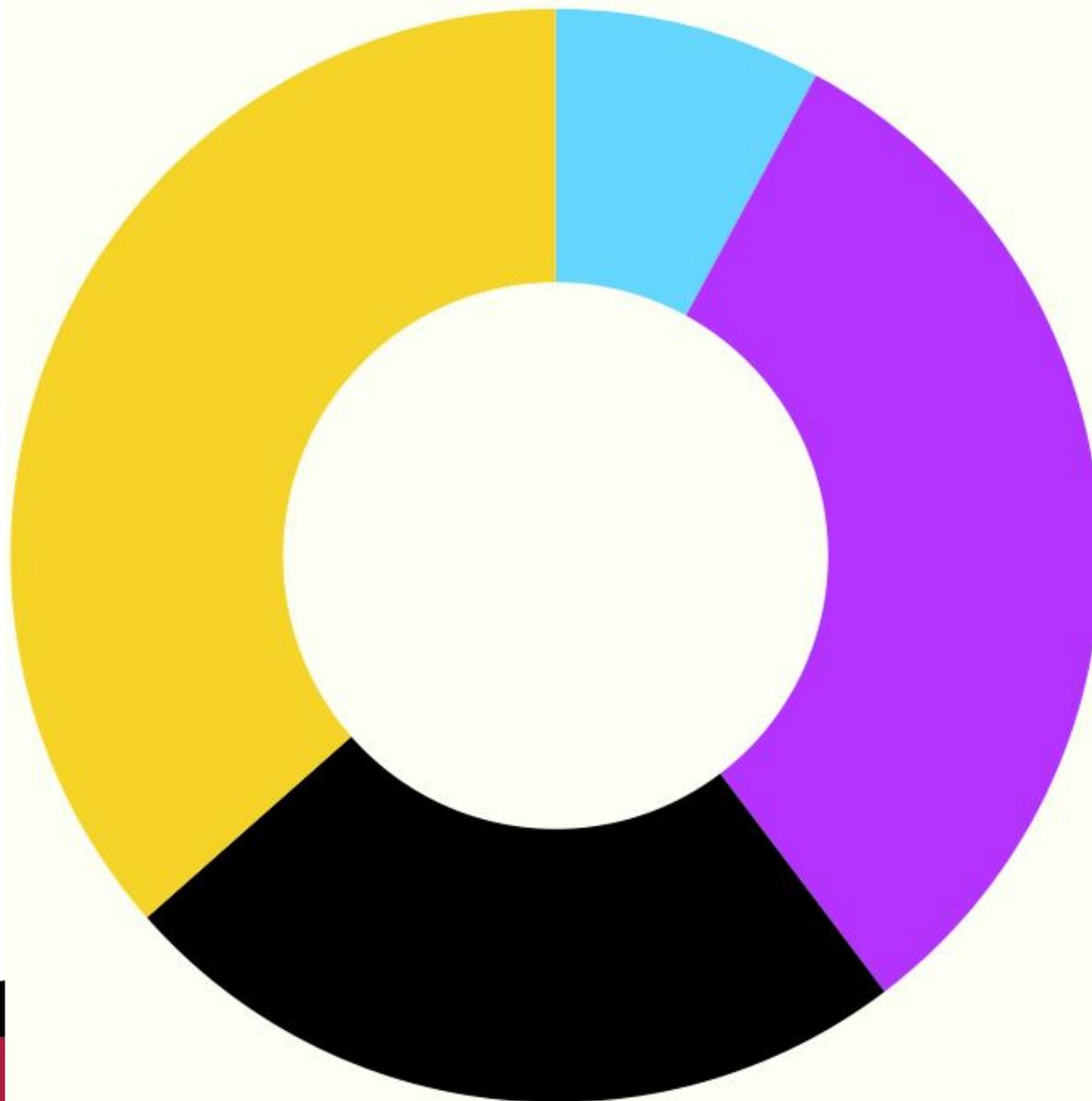


Plants are \_\_\_\_\_ living organisms!

Each part of the plant does \_\_\_\_\_.

I will talk about three parts of the plant, the \_\_\_\_\_, \_\_\_\_\_ & \_\_\_\_\_.

# Learning in Maths



## Fluency- 2 minutes

Practise number fluency every day with:

- flash cards
- MathFactLab
- Timed fluency sheets



## Daily Review- 15-20 minutes

Review skills and concepts we have previously learnt:

- We all use a whiteboard
- "Chin it" "Bin it" "Park it"
- Have a go at every slide
- Tick your answers, fix your mistakes
- Stay on task



## Guided Practise- I DO, WE DO

Learn new skills and concepts:

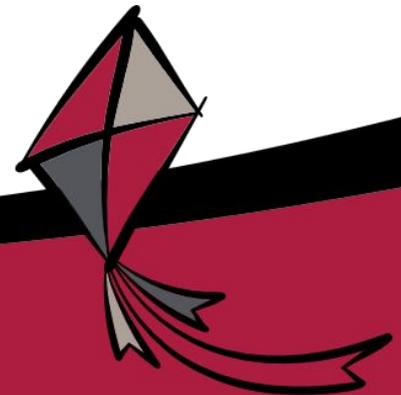
- Watch and listen to your teachers
- Raise your hand if you have a question
- Hold answers until you are asked to share
- Respect everyone's right to thinking time



## Independent Practise- YOU DO

Practise the new skill or concept you learnt:

- In a small group, with a partner, or independently
- Stay on task the whole time
- Use resources when you need them
- Get started straight away



# Learning in Maths - Daily Review

- Review of content already taught
- Mix of maths topics included
- Responsive to cohort data

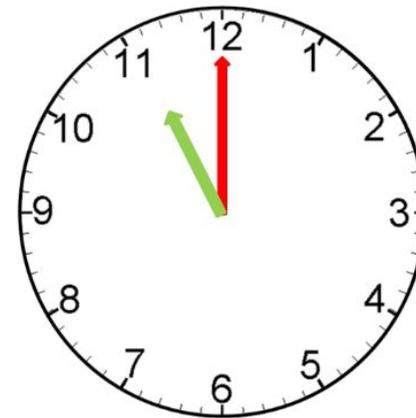


Daily Review- 15-20 minutes

Review skills and concepts we have previously learnt:

- We all use a whiteboard
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- Have a go at every slide
- Tick your answers, fix your mistakes
- Stay on task

What is the time?



11 o'clock

What number is hidden?



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

78



# Learning in Maths - Explicit Teaching

## New Content

- Main part of Maths lesson
- Teachers modelling, explaining and gradually releasing students to Independent Practise



### Guided Practise- I DO, WE DO

Learn new skills and concepts:

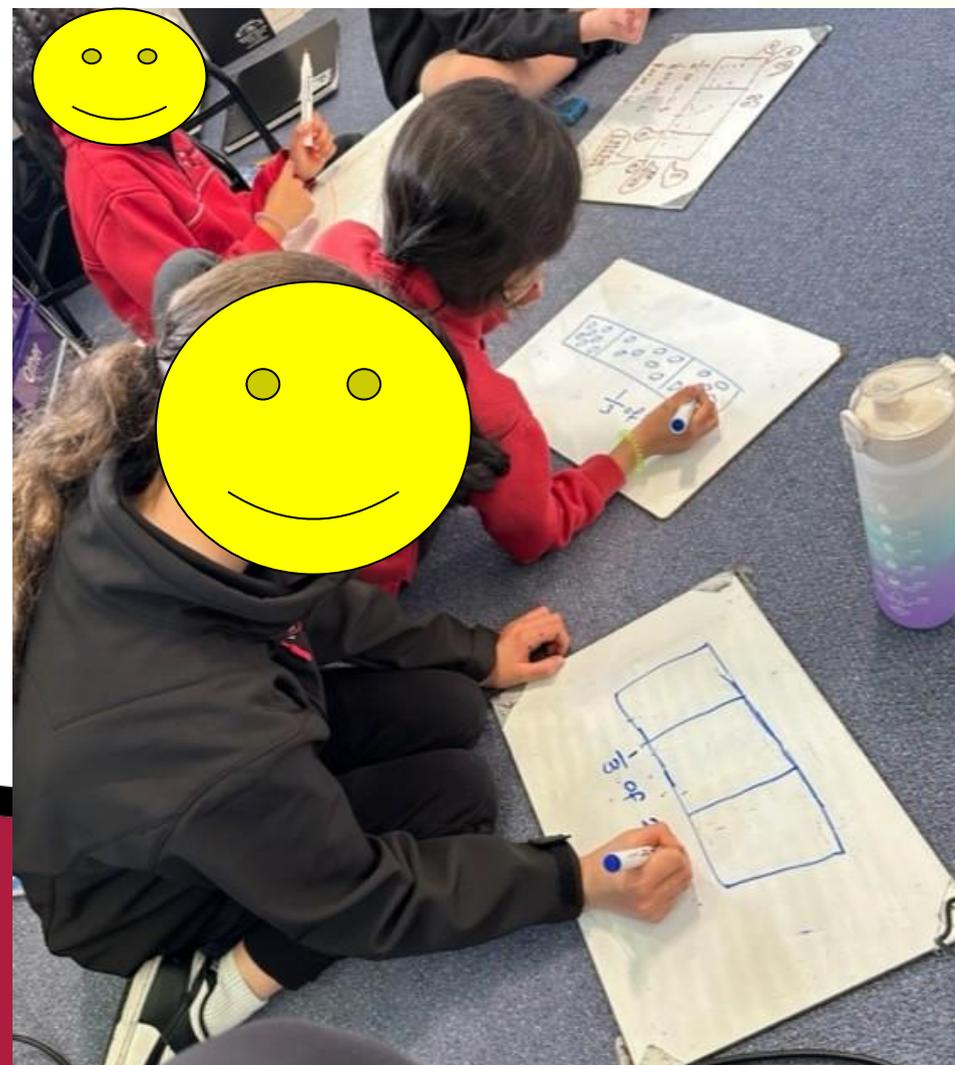
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### Independent Practise- YOU DO

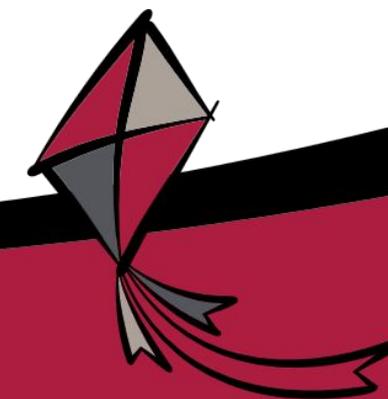
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# What learning looks like in Yr 3&4 - Specialist Subjects

## ***Physical Education***

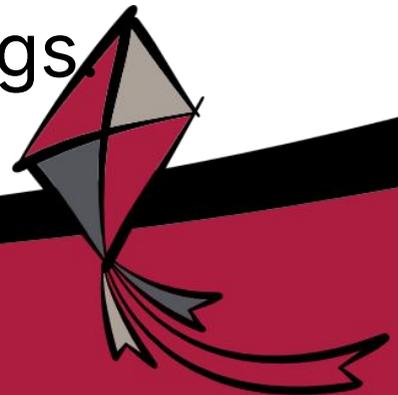
Moving knowledge and skills from PE Games to Sports, also incorporating Resilience and Teamwork mindsets.

Inter school Sports opportunities for Yr4s in Cross Country and Athletics.

## ***Auslan***

Auslan is short for Australian Sign Language. It is made up of fingerspelling, handshapes, movements and facial expressions.

- Learn about Deaf awareness and Deaf culture
- Asking and responding to questions
- Expanding vocabulary through hands on materials, games and songs.



# What learning looks like in Yr 3&4 - Specialist Subjects

## Visual Arts

Students will explore various themes throughout the year as a starting point for art making and expand their artistic skills such as exploring techniques and mediums, understanding colour theory, refining their brush skills and observation skills.

- Term 1 - Identity, Term 2 - Sculpture, Term 3 - Textiles and Term 4 - Printmaking.

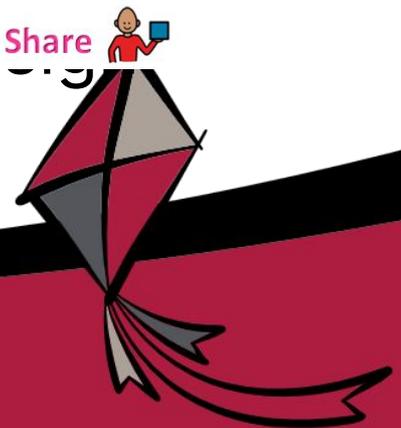
## STEM (Science, Technology, Engineering & Maths)

Students build a foundation of STEM skills while continuing to develop a growth mindset (we learn from our mistakes).

They:

- Explore different materials and joining techniques
- Learn more about coding and robotics.
- Apply maths and science concepts to problems using the engineering design process.

ENGINEERING DESIGN PROCESS



# Special events and things to know...

**Year 4 Camp Day** - Lady Northcote Tues 10th March W7

**Year 3 NAPLAN** - W7 & W8

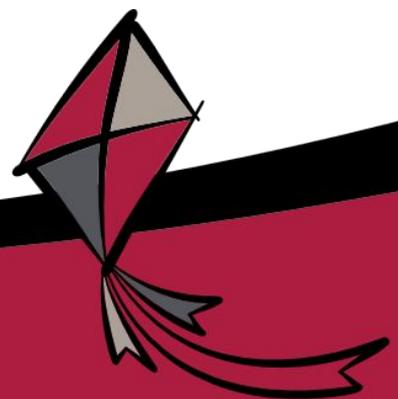
**School Photos** - Friday 13th March

**Year 3 Swimming** - W9 (towel, togs, wearing uniform)

**KPS Cross Country** - Thurs 2nd April (more information to come via Compass)

**KPS Athletics Day Term 2** - @ Sprint Craigieburn Thurs 14th May

**Year 3 Camp Day** - Friday 9th Oct (Term 4 Week 1)



# How you can support your child with learning at home

## ***Reading & Mental Math Books***

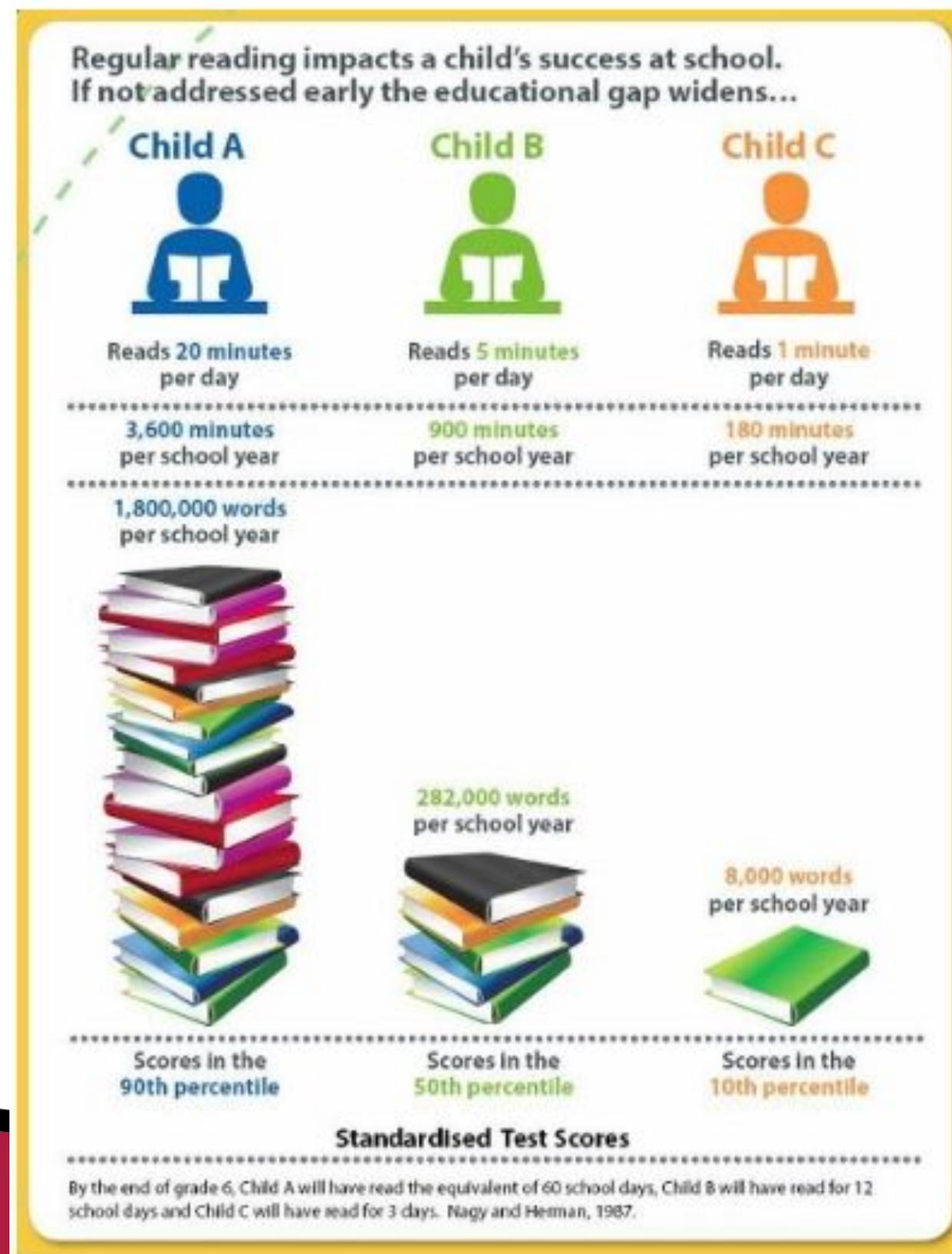
Regular practise at home\*\*\*

## ***Access to platforms***

Math Fact Lab

## ***Home learning project***

One per term. Information shared in the Neighbourhood Term overview



# How you can support your child with learning at school

## ***Fruit snack & water bottles***

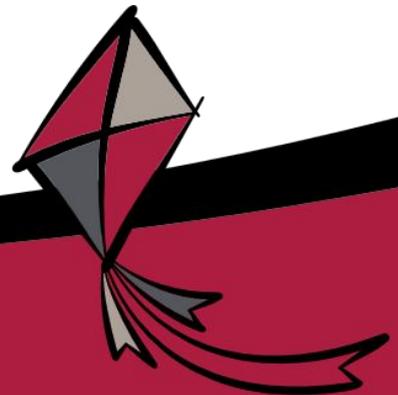
- Fruit snack needs to be in a small portable container
- Try to avoid putting it in lunchbox as students may be at desk or floor
- Fruit or vegetable

## ***Arrival times***

Doors are open at 8:50am

Learning starts at 9am

-



**Is there anything else you would like to know?**



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