**Boroondara Park Primary School** 

**Team 3/4 Classroom Open Session 2025**

**Team 3/4 Staff**

| **34K** | **Lisa Kanaris - Room 24** |
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| **34P** | **Llaaneath Poor - Room 25** |
| **34T** | **Julie Tainsh - Room 27** |

**Specialist Teachers**

**PE Carlos Milan (Tuesday, Wednesday, Thursday and Friday)**

**Performing Arts Zoe Tsai (Monday, Tuesday and Friday)**

**Art Maryanne Cozzio (Monday, Tuesday, Wednesday and Thursday till 1.30pm)**

**French Marylou Higgins (Monday, Tuesday, Wednesday)**

**EAL Sujatha Chaturvedi (Monday, Tuesday)**

**Learning Support Teachers**

**Tutor Bridget Grundy (Monday and Tuesday)**

**English**

**In Levels 3 and 4,** students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

Literary texts that support and extend students in Levels 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

**Reading**

Our reading programs are developmental across the school, with the upper years building upon the skills and concepts established in the lower years.

In the classroom our differentiated reading program uses the Gradual Release of Responsibility model – I Do (Teacher) / We Do (Teacher/Student) and You Do (student). During our daily reading lessons the following scaffolds are used to teach comprehension skills, grammar, text structures and how reading should sound:

* Modelled Reading – Teacher reads aloud to students modelling the strategy
* Shared Reading – Teacher reads and students join in
* Guided Reading – Teacher supports a group of students of similar competency to read an appropriate levelled text
* Independent Reading– Students engage with a range of texts, practising the strategy themselves.

A designated reading block is undertaken by all classes. Students are explicitly taught reading strategies using Sheena Cameron Reading Strategies and then given the chance to practise them. They explore a variety of fiction and non-fiction texts independently, in small focus groups and as a class. They are encouraged to ask questions as they read, make predictions and inferences, and to evaluate their thinking.

Students are taught to think about their thinking while they read. Students know this as ‘metacognition’. They think about their schema, which is how the books they read relate to their own experiences, to other texts they have read, and to what they know of the wider world.

Students are introduced to Book Club in Grade 3-4. In Book Club, small groups of students gather together to discuss a piece of literature in depth. The discussion is guided by students' response to what they have read. You may hear talk about events and characters in the book, the author's craft, or personal experiences related to the story. Book Club provides 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, Book Club guides students to deeper understanding of what they read through structured discussion and extended written and artistic response.

In order to immerse students in a wide range of texts, each grade has a classroom library which is well stocked with books of a range of genres. The classroom libraries have texts catering to all interests and abilities, with a range of fiction and non-fiction titles. Each student has their own book box, which contains texts which are carefully selected by the student, from the classroom library or the school library (borrowed during classroom library time).

**Writing**

Our writing program includes:

* explicit teaching of form and structure of focus text type – in Term 1 this will be persuasive texts
* practice of writing genre, content reflecting aspects of the reading program
* group/individual writing conferences
* word study/spelling
* vocabulary study
* grammar.

We explicitly teach writing skills and behaviours using The Six Traits of Writing. This approach allows teachers and students to identify and name all stages of the writing process, and actively focus on skills development that falls within each quality or trait. The six traits are Ideas, Organisation, Voice, Word Choice, Sentence Fluency and Conventions. Teaching using the language of the traits allows meaningful tasks to be created at every stage of the writing process, using words and a predictable, familiar structure that students understand. Most importantly, it supports students to develop self-reliance and equips them with writing -improvement strategies. This approach is used across all genres of writing studied, and across the school from F-6.

**Spelling program** - **Smart Spelling**

In 3-4 we teach spelling using the SMART Spelling program. This is a systematic, explicit and synthetic phonics approach to spelling.

In a SMART Spelling classroom, students are explicitly taught spelling patterns, one at a time. Teachers choose a range of words (from simple to complex) from a suggested list in the manual. Students are then guided to choose from that list, to meet different needs. Personal words are also a focus in SMART Spelling. Students are also given a variety of tasks to do to help them learn the words and the patterns of spelling, and are regularly tested in order to track their progress.

Importantly, in order for the children to really grasp the concepts of grammar, spelling and punctuation they need to be given relevance. For this reason, in addition to explicit teaching, these aspects of writing are reinforced through our reading and writing program.

**Speaking & Listening**

Students will do a number of oral presentations including formal and informal presentations, debating and monologues. Opportunities to develop listening skills are embedded in our programs, as students work with partners and small groups, take part in literature circle discussions, reflect and build on the contributions of others, follow teacher instructions and take part in formal and informal debates.

**Mathematics**

# Our Maths Curriculum is based on the [Victorian Mathematics Curriculum 2.0](https://victoriancurriculum.vcaa.vic.edu.au/mathematics/mathematics-version-2-0/curriculum/f-10) which describes what is essential for students to achieve in maths from Foundation to Year 10 across Victorian schools. The curriculum sets out what students are expected to learn and is designed as a continuum of learning.

Each term we have a number of concepts that we cover which have been developed using an Inquiry Approach to Maths. For information regarding what is being taught in Maths in Team 3-4 please refer to our [Maths Overview](https://www.bpark.vic.edu.au/page/205/Curriculum-Planners) on our website.

**Goals**

All students have personal reading, writing and maths goals to guide their learning. Goal setting helps students to be more aware of the learning that they are expected to experience. This awareness helps them to be more engaged in the learning process. Mastery-oriented goals give students the opportunity to focus on learning standards and their own growth. They are guided through conversations with their teacher to choose achievable goals and to reflect upon their growth as they work towards successful outcomes. These are reviewed regularly by the student and teacher during one to one conferences. Be sure you know your child’s goals so you can support them on staying on track, celebrating successes, and problem-solving as needed.

**Integrated Studies**

**Our Integrated Studies program enables children to:**

* Understand their world through big ideas
* Work cooperatively with others to develop skills of listening, teamwork, empathy and collaboration
* Continuously reflect on themselves as learners
* Develop a social conscience that enables them to take responsibility for their actions
* Develop critical and creative thinking skills

**Term 1 Unit - ‘The Game of Life’.**

Students will explore the emotions they might feel and the choices they may face when they encounter challenging situations. They will learn how social, emotional, and physical changes, core values, and stereotypes can influence their identity. Students will practise saying no, making safe choices, and managing strong emotions through role-play and games. They will design their own game to help others understand different emotions. The essential question guiding the learning is: How can we manage challenging situations?

For more information about what concepts your child is learning at school refer to our **Integrated Studies,** **Maths and Literacy planners** on the BPPS website under curriculum. <https://www.bpark.vic.edu.au/page/205/Curriculum-Planners>

# Home Learning

Students in Grade 3 and 4 are encouraged to complete the following each week:

* Reading for 30 minutes per night using either a teacher allocated novel (brought home from school) or an independent book choice
* Complete 2 My Numeracy and 1 My Literacy (Essential Assessment) task each week
* Practice spelling words allocated on a Monday to be tested each week on a Friday.

As the name suggests, we see your child’s education as a partnership. We believe that home learning complements and reinforces classroom practice and is in line with Department of Education recommendations.

Children are expected to read every night from Monday to Thursday. This means not just silently but also out loud on a regular basis, no matter what year level they are in. We also encourage you to read to them.

My Numeracy maths tasks and My Literacy reading and writing tasks are aimed at consolidating what they have been learning in class. Please note, if they are struggling with a question, they are encouraged to make a note of it in their diaries and bring it to their teacher for help/clarification.

Additional home learning tasks may occasionally be sent home by all year levels, such as a Maths warm up game or an Integrated Studies activity. Specialist subjects may also send home a home learning task especially regarding practising skills for school events and/or in preparation for classes.

If there are any concerns please discuss these with your child’s teacher.

**ICT**

The iPad is used across the curriculum including specialist programs. You and your child have signed the acceptable user agreement when using an iPad at school. We are committed to providing a safe respectful learning environment including online and have resources we use as part of the learning program to support this.

**eSmart**

BPPS is an eSmart school. eSmart is a framework for schools to implement whole-school culture and behaviour change related to the smart, safe and responsible use of digital technologies. This work also promotes strategies for dealing with a broad range of cyber-risks and provides resources for the whole school including our parent community.

**Assessment and Reporting**

* Mid year and end of year written reports available in the Compass Parent Portal
* Parent Teacher Interviews
* Student Expos at the end of each term.

In addition to the above, teachers are available at any time during the year to meet and discuss student progress.

**Sport**

Children participate in a 60 minute sport session as well as their physical education session each week.

**Camping Program**

Camps are an integral part of our program and all students are expected to attend. They help to build resilience in students, extend their friendship network and develop a range of new skills.

This year Grades 3 and 4 will be going to Camp Oasis in Mount Evelyn in Term 3. Students will be on camp from Wednesday 23rd July to Friday 25th July. Parents are encouraged to prepare their child for this experience by providing opportunities for sleepovers and completing camp independent tasks at home (e.g. packing a sleeping bag, setting the table for dinner).

**Communication**

A notification is required if your child has been absent, with a reason for the absence.

Please arrange an interview if there is something in particular you wish to discuss (we are likely to have relevant information at hand if you let us know what the issue is beforehand).

We can be contacted by email at any time. We may not respond immediately as we may be teaching but will respond as soon as possible.

You are always welcome to visit our classroom, observe your child’s work and share in all their school experiences and the activities we have to offer.

**What you can do to help**

**Encourage your child to…**

* talk about the books they are reading. Reading material does not need to be limited to books taken home from school. Visit libraries, read factual books, read a serial to your child. Newspapers and magazines are also suitable. Children enjoy being read to and modelling reading to them is an important part of the process.
* have a regular home learning time, when they are relaxed and feel ready to complete tasks comfortably. 45 minutes is the maximum we recommend.
* practise their times tables; play card and board games; participate in shopping; and write lists, letters and stories.
* Literacy and Numeracy Tips to help your child every day <https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/english/literacy/LiteracyandNumeracyTipstoHelpYourChild_Final.pdf>
* [How to build your child’s literacy skills 3-6](https://www.vic.gov.au/how-build-your-childs-literacy-skills-grade-3-6)
* [How to build your child’s numeracy skills 3-6](https://www.vic.gov.au/how-build-your-childs-numeracy-skills-grades-3-6)
* [Literacy and Numeracy tips in your language](https://www.vic.gov.au/download-literacy-and-numeracy-tips-your-language)

**Programs and Events**

* Grade 3 - NAPLAN testing for all Year 3’s, March 12th Writing, March 13th Reading, March 17th Language conventions, March 18th Numeracy
* ICAS Digital Technologies, Maths and English - opt in basis. (International Competitions and Assessments for Schools)
* District Swimming - 27th February
* Cross Country – 29th April
* Senior Athletics (3 – 6) – Tuesday 1st July
* Year 3/4 Camp - Wednesday 23rd July to Friday 25th July
* Whole School Production - Monday 10th November