**Boroondara Park Primary School** 

**Team 3/4 Classroom Open Session 2024**

**Team 3/4 Staff**

| **3AT** | **Sarah Amiconi/Lyndsey Thwaites - Room 15** |
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| **4JK** | **Jemmah Kelly - Room 16** |
| **4JT****4JX** | **Julie Tainsh - Room 19****Jane Xie - Room 18** |
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**Specialist Teachers**

**PE Phil Wickham**

**Performing Arts Zoe Tsai**

**Art Lisa Trevorrow**

**French Marylou Higgins**

**EAL Sujatha Chaturvedi**

**Learning Support Teachers**

**Tutor Jen Coombs (term 1), Bridget Grundy (terms 2, 3 and 4)**

**Teaching and Learning in 3/4**

**What is happening in the classrooms?**

* Differentiated learning sequences
* Learning is targeted at the point of need
* There is a combination of whole class, individual and co-operative group work
* There is explicit learning instruction by the teacher
* There will be opportunities for student reflection.

**What is the Curriculum?**

* Victorian Curriculum
* Inquiry approach through an integrated curriculum.

**How do we measure the success of the students?**

Rich Assessment Tasks, peer and self assessment, rubrics, student feedback, ongoing observation and monitoring, and standardised tests.

**English**

We deliver a balanced approach to Literacy through incorporating all modes; Reading and Viewing, Writing, Speaking and Listening. On top of this, the implementation of the English curriculum is well supported through the teaching and learning of our Integrated Studies units of work.

**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.**

We use a whole-school approach to the teaching of spelling, called SMART Spelling. It comprises a clear Foundation – 6 scope and sequence that gives students the opportunity to explore the whole word: how it looks, how it sounds, what it means and what you can do to change the word. In a typical weekly sequence, teachers start by teaching the meaning of words to expand vocabulary and then break words into syllables, sounds and letter patterns (graphs, digraphs and trigraphs) following a simple routine that is in the SMART Spelling course.

**S**ay the word

**M**eaning: put it in context and discuss variations

**A**nalyse it in terms of syllables, sounds and letters

**R**emember it by focusing on the parts of the word we need to remember, and then

**T**each it by spelling the word aloud using letter names and clustering.

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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.

During the week, students are 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.

**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.

All students have personal learning goals to guide their learning. They are guided to choose achievable goals and to reflect upon their growth as they work towards successful outcomes. These are reviewed regularly. Be sure you know your child’s learning goals so you can support them, celebrating successes, and problem-solving as needed.

**Mathematics**

Numeracy learning occurs within the framework of a whole school inquiry approach. Through this approach we aim to focus on the conceptual development of understanding alongside skill development, meaning there is a balance between content and skills. Our focus is not just on whether our students can calculate efficiently but rather can they explain their thinking, make reasonable estimates, investigate a problem, connect ideas and transfer their learning.

Maths lessons are taught using a consistent lesson structure that builds on a student’s fluency and mental computational skills, with the individual needs of the students the highest priority. Maths tasks are open-ended and differentiated so that all children are catered for and experience success.

Teachers use a range of formal and informal assessment methods to inform their teaching to ensure the individual needs of students are catered for. Numeracy lessons are differentiated and structured according to the purpose and key learning intention of the lesson.

Our approach is implemented through the BPPS Instructional Model using the Peter Sullivan model of anticipate, launch, explore, summarise.

| **Anticipate** | **Launch**  | **Explore****(You do)** | **Summarise/Revi****(We do)** | **Re explore****(You do)** | **Share/Reflection**  |
| --- | --- | --- | --- | --- | --- |
| \*Planning the lesson \*Consider possible misconceptions\*Prepare for differentiation | \*Tuning in activity\*Discuss Learning Intentions and Success Criteria\*Present students with ‘open ended’ activity\*Clarify any unknown vocabulary or understandings | \*Students work on open-ended task\*Teacher differentiates task using enabling prompt / extending prompt\*Teacher roaming interacting with students\*Explicit teaching at “point of need” (one on one or small group)  | \*Teacher uses student examples and students explains their thinking\*Explicit teaching at “point of need” | \*Students revisit the problem to try and solve it another way or do a similar task to consolidate their understanding | \*Discuss what students have learnt |

This approach includes a warm up to promote mathematical vocabulary and develop fluency and reasoning through verbal discussions. Students then have opportunities to apply their knowledge to problem solving situations either individually or in collaborative groups. Throughout the lesson, students take part in focussed teaching groups, complete independent, partner or group work and are involved in roving conferences with their teacher. Each lesson is concluded with an opportunity to reflect on learning and to share successful strategies.

We use a range of teaching strategies and resources including explicit teaching of skills, written tasks, games, hands on activities, online tasks and investigations. The use of concrete materials and manipulatives allow students to connect mathematical ideas to physical objects thus leading to a deeper understanding. All students will have a mathematics learning goal to guide their learning.

Observing a Numeracy lesson at BPPS, you would expect to see;

* Teachers working with a focus group for targeted teaching
* Students participating in hands-on activities using a range of concrete materials
* Language-rich classrooms involving students talking, listening, explaining and reflecting on their understanding of concepts
* Displays of Mathematical language and vocabulary
* A range of group dynamics, including students working with a partner, in a small group or thinking individually
* Teachers presenting lessons in a variety of ways

Maths Extension is provided for selected Year 3-6 students who are working 24 months or more above expected level. Students meet for an hour each week with a dedicated maths teacher and participate in a number of maths competitions including the Australian Maths Competition and Maths Olympiad. Students are provided with tailored independent work to complement the classroom program throughout the year.

**Term 1 focus is on place value, the operations (additive computation), data representation (graphing) and time**.

Within place value and the operations, students will be expanding their ability to apply their knowledge of numbers up to at least ten thousand (level 3) and the tens of thousands (level 4), odd and even numbers and the relationship between addition and subtraction. They will investigate and create number patterns with decimals and whole numbers. They will continue to develop their mental computation skills. In addition, students will practise their times tables weekly, beginning in week 5.

In statistics they will create survey questions to collect data. They will then construct suitable data displays (tables, graphs) to represent the data and interpret and compare the data displays, evaluating their effectiveness.

In measurement they will be learning to interpret timetables and calendars, as well as extend their learning in telling the time, investigate relationships between units of time and solve simple time problems.

### Number and Algebra

### Place value, operations (+, –, x, ÷), number patterns, fractions, decimals and fractions, money and financial mathematics

**Measurement and Geometry**

Length, perimeter, area, surface area, volume, capacity and mass

2D and 3D shapes, tessellations and transformations, symmetry, interpreting and reading maps including scale and legends, time and temperature

**Statistics and probability**

Chance, data representations and interpreting and evaluating data

**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 Impact of First Contact’.** Students will learn about the lives of the First Australians before Europeans' settlement and develop a deeper understanding of Australia’s past including how the First Peoples of Australia lived prior to the arrival of Europeans. They will practise thinking and acting like historians as they are immersed in stories of first contact between Indigenous Australians and European Settlers. They will have the knowledge and language to participate in conversations about Australian culture and the treatment of the First Peoples of Australia.

The essential questions guiding our learning are:

* How did the First Peoples of Australia live before European settlers arrived?
* What were the causes and reasons for the journey of the First Fleet?
* What was the impact of the first contact between European settlers and the First Peoples of Australia?
* How do historians use artefacts to learn about the past?

If you want to know what concepts your child is learning at school, **maths, literacy and an overview of the integrated curriculum** can be found 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 2 My Literacy (Essential Assessment) tasks 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 take a screenshot of the question 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 their device 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 doing a combined 3-4 camp at CYC Phillip Island Adventure Resort in Term 4. Students will be on camp from Monday 11 November to Wednesday 13 November. 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).

**Wellbeing Program**

At Boroondara Park Primary School we prioritise social and emotional wellbeing through our safe and supportive learning environment, evidence-based strategies, our curriculum programs and whole school community engagement. Wellbeing programs, approaches and initiatives that drive our practice include:

Start Up – the establishment phase of setting up our classrooms/spaces. A range of activities to promote a positive classroom climate and develop a sense of identity and community. The Start Up program incorporates the agreed Rights and Responsibilities of our school community.

Respectful Relationships – taught as part of the Health and Physical Education and Personal and Social Capability areas of the Victorian Curriculum. The curriculum supports schools to promote and model respect, positive attitudes and behaviours. It teaches our students how to build healthy relationships, resilience and confidence.

eSmart framework – helping schools promote cybersafety. eSmart uses eSmart practices as a guide to educate students to be smart, safe and responsible online.

Care, Learn and Share – our whole school pastoral care program. Students form groups from Foundation to Year 6 and participate in a variety of activities based around social and emotional themes.

PIVOT – a platform that enables staff to focus on student voice, through feedback via student perception and wellbeing surveys.

**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 - Wednesday 13th March Writing, Thursday 14th March Reading, Monday 18th March Language conventions, Tuesday 19th March Numeracy
* ICAS Digital Technologies, Maths and English - opt in basis. (International Competitions and Assessments for Schools)
* Cross Country – Thursday 18th April 12:00pm to 3.30pm at Leigh Park
* Senior Athletics (3 – 6) – Monday 29th July
* Year 3/4 Camp - CYC Phillip Island Adventure Resort Monday 11th November to Wednesday 13th November
* Hooptime - Date TBC (usually Term 3).