Curriculum Overview
Seabrook Primary School
Term 1 2013

Grade Three

Dear Parents/Guardians,

Welcome to Term One at Seabrook Primary School. We hope you all had a happy summer holiday and are ready for an exciting year. We would also like to welcome all new students and their families to our school community. Please remember that in Term One we have a Sun Smart policy, so please ensure that your child has a hat at school every day.

During the first three weeks of Term One, students will be engaged in ‘Learning to Learn’. Teachers and students in each grade will be getting to know each other and involved in establishing a learning community within their classroom. Students will be encouraged to learn to understand their strengths, skills and how they learn best. They will be thinkers when establishing personal learning goals and will learn how to work towards and achieve these successfully. Students will work together in discussing and formulating their class Essential Agreement, using elements of the PYP Learner Profile and attitudes, which demonstrate positive values. The Learner Profile and attitudes help people become principled, caring and develop a disposition towards becoming lifelong learners. Each class will also develop their positive and negative consequences with the focus being on positive behaviours. Students will begin to develop their portfolios, which will showcase their learning across all curriculum areas through work samples, assessment and reflections.

Our brain friendly practices continue, where we encourage students to be committed to bringing a water bottle to school each day, as this will enable students keep hydrated during the day. We strongly recommend students bring ‘brain food’ such as fresh fruit and vegetables to enjoy during ‘fruit reading’. Students should eat a nutritious breakfast before they come to school, to provide energy and facilitate learning throughout the day.

INTERDISCIPLINARY LEARNING
ICT
ICT will be incorporated throughout the curriculum, with students having regular opportunity to use laptops or classroom computers to use ICT to create or research information. Students will be exposed to programs which support their literacy and numeracy learning such as Word, Mind Manager and Excel. They will be able to utilize the Internet to support their learning goals and use it to assist in answering student questions and when working to achieve personal learning goals. Websites such as Mathletics provide an opportunity for students to practice their skills and knowledge.

Thinking – Reflection, evaluation and metacognition
Students will be thinkers when identifying strategies they use to organise their ideas. Students will continue to build on their Mind mapping skills to demonstrate their thinking and learning. They will be using Graphic Organisers such as Y-charts, Lotus Diagrams, PMIs (Plus, Minus, Interesting) and Venn Diagrams. De Bono’s Six Thinking Hats will be utilized to focus and support learning. Students will be encouraged and supported in using appropriate language to articulate and explain their thinking, and to provide reasons for their thinking.

PHYSICAL, PERSONAL AND SOCIAL LEARNING
Personal Learning
Students will build on their understanding of their own learning. They will become knowledgeable about strategies to enhance their learning and will link this with knowledge of how best they learn. Students will be reflective about their learning in a variety of ways and will learn how to articulate their growth and development. Students will continue the process of goal setting where they will demonstrate their understanding of what they have learned and how their learning has improved, coupled with setting future learning goals.
Unit of Inquiry

This area of learning closely links in with thinking and is the basis for all learning, particularly as students move through the ‘Learning to Learn’ process.

Central Idea: Literacy has an impact on our lives.

Transdisciplinary Theme: How we express ourselves

Concept: Perspective

The first unit of inquiry will run for 5 weeks in Term One. The unit will be entitled ‘Literacy has an impact on our lives’ and falls under the PYP transdisciplinary theme of “How we express ourselves”. This is a Literacy based inquiry, and through the PYP learner profiles of ‘Communicator’ and ‘Open Mindedness’ the students will inquire into the variety of ways literacy can be expressed and interpreted through both visual and linguistic modes.

The students will inquire into this idea using the following lines of inquiry:

- We learn through a variety of modes in the twenty first century.
- Literacy learning in the twenty first century is enhanced by technology.
- Multiliteracy empowers us to adapt to change.

At the beginning of the inquiry unit, the children will engage in various tuning in activities that will show them some of the ways literacy has an impact on our lives, followed by learning that will be derived from their own questions and chosen investigations. They will be learning research skills whilst looking at various multimodal literacies such as DVDs, books, magazines and visual representations to show them the variety of ways literacy impacts on our lives.

**ar·te·fact** -noun
any object made by human beings, esp. with a view to subsequent use.
(http://dictionary.reference.com/browse/artefact)

During each inquiry, we strongly encourage students to bring an artefact from home to school to share with their peers. Artefacts demonstrate a student’s personal connection with the inquiry and assist in building further knowledge for themselves and the class.

DISCIPLINED BASED LEARNING

**English**

In the domain of **English**, the First Steps continua will continue to be an essential component of the planning and assessment for both teachers and students. These documents will be continuously revisited, in order to assist with the setting of learning goals and tracking student progress.

In **Reading** students will be immersed in a range of literature types. Reading sessions will take place in a variety of formats: guided reading, shared/modelled reading, independent reading and read aloud. Students will engage in text related responses to their reading. This may be in the form of written comprehension, or responding to texts using Thinking Strategies such as Mindmapping. Students will be introduced to a range of reading strategies and skills, and asked to apply these to a variety of reading tasks. The focus this term will be:-

- Reading-On (to the end of a sentence),
- Chunking (multi-syllabic words),
- Connecting (information read to personal knowledge),
- Re-reading (to clarify or enhance meaning),
- Question-Answer-Relationship(QAR)
- Author’s Purpose
- Finding the main idea
- Recalling Facts and Details
- Think Aloud
- Summarising
In Year 3 each child will be supported in choosing appropriate reading material and also be encouraged to source their own reading material. This may be from the school library, local library or from your home collection. However, if this is not possible students may have access to reading material to borrow for take home reading. It is recommended that year three students read every night for 15-20 minutes, with a parent or guardian. Please take the time to listen to your child read, as your personal interest makes the reading experience more rewarding and enjoyable for your child.

In Writing this term the students will focus on persuasive writing. Students will be involved in modelled writing sessions which have a clear and structured focus for each session such as:
- Audience
- Text Structure
- Ideas
- Persuasive devices
- Vocabulary
- Cohesion
- Paragraphing
- Sentence structure
- Punctuation
- Spelling

These writing criteria will be implemented throughout whole class, independent and small group sessions to help further develop their writing skills. These sessions will enable students to take responsibility for their writing pieces, all of which will have an authentic purpose. Students will be introduced to specific components required in order to develop their reflective writing styles as a means of self-evaluation and highlighting areas for improvements using various teacher, peer and self-assessment tools. As personal writing styles are being developed, it is essential that students be instructed on correct letter formation and suitable letter sizing in accordance with the appropriate lined paper. The students will use recounts to write about themselves in the form of journal writing, retelling personal experiences.

Spelling will be integrated throughout the reading and writing program, with the teacher introducing specific spelling strategies to assist students in becoming familiar with how words work. Teachers will demonstrate using syllables for words with regular spelling patterns, and for frequently used words which have less regular spelling patterns. Common sounds and visual patterns in words will also be explored through student’s writing.

Students will increase their bank of known words by creating a class word bank. Students will also be encouraged to use a range of resources to assist with spelling (for example, dictionaries, word charts, Have-a-go charts, ask a friend and dictionary websites). [http://dictionary.reference.com/](http://dictionary.reference.com/)

In Speaking and Listening students will have the opportunity to participate in both individual presentations and group discussions. They will be encouraged to bring in artefacts (items of personal significance from home) relating to our unit of inquiry to present to the grade. It is beneficial if your child practices this presentation at home to prepare them for their classroom presentation. Skills associated with oral presentations will be reviewed and practised on a regular basis within the classroom. Strategies for speaking and listening in individual and group situations will include taking conversational turns as speaker and listener, responding to classroom expectations of polite behaviour, and following a series of instructions.
MATHEMATICS
The VELS (Victorian Essential Learning Standards) domain of mathematics consists of five dimensions; Number, Space, Measurement, Chance and Data, Structure and Working mathematically. During Term One in Year 3 we will be focusing on Working Mathematically in the following areas with a view to preparing students for NAPLAN (National Assessment Program - Literacy and Numeracy) in mid May 2013.

Number
Students will be expected to be thinkers and build their knowledge about number facts to ten for the four operations. There will be an emphasis on students developing their conceptual knowledge in numeracy. Students will be expected to be confident in reading, writing, interpreting and ordering up to 3 digit numbers. Students will explore simple addition and subtraction problems up to 3 digit numbers by applying their knowledge of place value and using concrete materials. Student confidence when working mathematically with money will be developed. Commitment to student understanding of simple fractions can be supported at home through cooking with recipes. Students may need to be risk takers when attempting to solve division problems including a remainder as well as solving multiplication problems through real life story problems.

Space
Students will be encouraged to use their curiosity to identify a missing puzzle part, locate a position on a grid and on a map. Students will become more knowledgeable about shape by identifying and transforming two dimensional (2D) shapes and recognizing features on a three dimensional (3D) model.

Measurement, chance and data
Students will learn to recognize the appropriate instrument for measuring length. Time measurement will be developed through reading a digital clock and analogue clock to the quarter and past the hour and the half hour. Students will have the opportunity to build confidence in developing the skill of converting minutes to hours as well as elapsed time. Identifying dates on a calendar will add to students' concept of time.

Structure
The concept of structure will be developed by using a grid to develop multiplication facts. Solving simple number patterns and number patterns involving subtraction and addition will build on students’ prior knowledge.

Homework
Homework will commence in week 4 this term. The homework will include various activities for Spelling, Reading, Writing, Inquiry and Mathematics to complete across the week. Tasks are designed to cater for various learning needs. Homework helps develop positive study skills and habits that will help your child well throughout their life. The weekly homework is designed to help your child review and practice what is taught in class, to learn to use his or her time wisely and to work independently. In addition, homework helps extend your child’s learning by applying their skills to new situations. This will help parents learn more about and communicate with your child what is being learnt at school. We strongly recommend your child continues to read every day for at least 30 minutes and record their books in their reading log sheet. Please take the time to listen to your child read, as your personal interest makes the reading experience more rewarding and enjoyable for your child.

Parent Helpers
The Grade Three teachers are looking for volunteers (helpers) to come into a class and provide valuable support, which will help cater for students’ learning and classroom needs. Helping your child and/or students realize the value of education is extremely important. Your presence at school is one way to show your support and encouragement. A letter will be sent out to fill in times which you are available to come in and help us.

Thank You,
Mrs. Linda Barakat, Mrs. Helen Takano, Mrs. Ritu Bahadur, Mrs. Jill McClenaghan, Mr. Keith MacDougall and Ms. Christine Mahlis

The Grade Three Team
HEALTH & PHYSICAL EDUCATION

Blair Ganley & David Trott

During term one the grade three children will be introduced to a variety of Fundamental Motor Skills activities. The focus will be on throwing, catching, bouncing and foot striking. These skills will be practised using various games and sports. Children will participate in and develop control over a range of locomotor activities that require a change of speed (such as fast and slow movements) and direction (such as up/down, forward/backward, right/left, clockwise/anticlockwise). They will participate individually and in partner and group based activities. A major focus will be on integrating a fitness component into all sessions.

Children will have the opportunity to participate in school swimming trials and a district swimming carnival.

As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be modeled and practiced as children work and participate in Physical Education sessions.

ITALIAN – Ros Savoia & Laura Di Sisto

This term in Italian, the children will focus their language learning on “Personal Identity”. The classroom will be displayed with related vocabulary, phrases and picture examples to encourage children to practise using and communicating in the language relating to themselves and their world. Through formal language instruction and discussion, listening and writing in the language, the students will identify with the vocabulary/phrases in Italian, posing questions and making appropriate cultural responses. The students will learn to recognise familiar words and identify with personal statements used to describe themselves.
ART

Paul Cochran  HT / RB / LB / CM

At Level 3, students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. They are encouraged to select and combine a range of arts elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials and equipment.

In term one the students will focus on creating art works in the art forms of drawing and painting. The children will be given the opportunity to select and combine visual arts elements/principles of line, shape, colour and pattern with the purpose of developing arts ideas.

A range of activities using a variety of art materials and tools will help the students to develop a deeper understanding of how these elements and principles shape artworks. The straight lines and rectangular shapes evident in man-made structures will be explored through a ‘City Skyline Reflections’ activity while the free flowing lines found in nature will be explored as we learn to paint trees using a variety of techniques and tools.

Julie Comer  JM / KM

The children will make art works in the art forms of textiles and painting. The children will be looking at the art elements i.e., line, shape, colour, tone, texture, space and form. They will be beginning to select the elements that are applicable to the activity and then organise and combine them with a view to creating their artwork. The children will be introduced to the art principles of repetition, pattern and scale. They will select at least one and explore the chosen principles while creating artworks. The children will be introduced to the artwork of contemporary Aboriginal artist, Judy Napangardi Watson.

The PYP Learner Profile will be used to guide the children to understand how good learners learn and therefore take responsibility for their learning in the art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. This term there will be a particular emphasis on being:

- Caring. They will show empathy and, compassion and respect towards the needs and feelings of other children in the art room as well as showing commitment to their work in the art room.
- Thinkers. The children will be encouraged to give thought to their work before they take action and weigh up the possible outcomes of the different opportunities that can be explored when developing their art work. When creating an art work the children will sometimes be presented with the challenges and they will be encouraged to be problem solvers.