Curriculum Overview
Seabrook Primary School
Term 1 2015

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 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 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 demonstrate a disposition towards becoming lifelong learners. Each class will also develop positive and negative consequences with the focus being on the encouragement of positive behaviour. Students will commence their portfolios, to showcase and explain their learning across all curriculum areas through work samples, assessment and reflections.

Our brain friendly practices continue, as we encourage students to be committed to bringing a water bottle to school each day, to enable them to stay 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 maintain energy levels and facilitate learning throughout the day.

INTERDISCIPLINARY LEARNING
ICT
ICT will be incorporated throughout the curriculum, with students having regular opportunity to use classroom Macbooks to access ICT to create or research information. Students will be exposed to programs which support their literacy and numeracy learning such as Word, Mind Manager, iMovie, PowerPoint, Google 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. Programs such as Mathletics and Reading Eggs provide an opportunity for students to practise 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. In addition, Graphic Organisers such as Y-charts, Lotus Diagrams, PMIs (Plus, Minus, Interesting) and Venn Diagrams will be used. 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 learning in a variety of ways and will be encouraged to demonstrate how to articulate their growth and development. Students will continue the process of goal setting as they demonstrate their understandings 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 processes, 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 six weeks during 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, along with Fountas and Pinnell checklist 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 and Viewing** students will be immersed in a range of literature types. Reading sessions will include 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 a graphic response 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 Three, each child will be supported in choosing appropriate reading material and also be encouraged to source a wider range of selections from outside school. 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 \textit{take home reading}. It is recommended that year three students read every night for at least \textit{thirty minutes}, with a parent or guardian. Please take the time to \textit{listen to your child read}, as your personal interest makes the reading experience more rewarding and enjoyable for your child.

\textbf{In Writing} this term the students will focus on persuasive and narrative text. Students will be involved in modelled writing sessions which have a clear and structured focus 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 \textit{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 \textit{recounts} to write about themselves in the form of journal writing, retelling personal experiences.

\textbf{Spelling} will be integrated throughout the reading and writing program, with the teacher introducing specific \textit{spelling strategies} to assist students in becoming familiar with \textit{how words work}. Teachers will demonstrate \textit{using syllables} for words with \textit{regular spelling patterns}, and for frequently used words which have less regular spelling patterns.

\textbf{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 \textit{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/)

When \textbf{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 a speaker and listener, responding to classroom expectations of polite behaviour, and following a series of instructions.

\textbf{MATHEMATICS}

The AusVELS domain of mathematics consists of three dimensions; Number and Algebra, Statistics and Probability and Measurement and Geometry. During Term One, in Year Three, 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 2015.
Number and Algebra
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. Further, they will explore simple addition and subtraction problems up to 3 digit numbers by applying 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. Calculated risk taking will be encouraged when students attempt to solve division problems, including recognition and understanding of the use of remainders as well as solving multiplication problems through real life story problems. 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.

Measurement and Geometry
Students will be encouraged to use their curiosity to identify a missing puzzle part, locate a position on a grid and on a map. They will become more knowledgeable about shape by identifying and transforming two dimensional (2D) shapes and recognizing features on a three dimensional (3D) model. Recognition of the appropriate instrument to select for measuring length will be explored. Understanding of measurement will be developed through reading digital and analogue clocks 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.

Statistics and Probability
Students will collect data from relevant questions to create lists, tables and picture graphs with or without the use of digital technology. They will make tallies and convert them into one-to-one picture graphs and bar charts. Simple data investigations and interpretations will be converted into data displays. Chance experiments will be graphed, possible outcomes will be recorded and measurement variations will continue to enrich Mathematical Learning.

Homework
Homework will commence in Week Three. 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 realise 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. Ritu Bahadur, Miss Noni Melure, Mrs. Sharon Peterson, Miss. Erin Verdolini, Mr. Kevin Wood.
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 Skill activities. The focus will be on running, throwing, catching, ball bouncing and two-handed striking. These skills will be practiced using various drills, activities and modified 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 – Elena Pirovano

Benvenuti! Welcome back to the Italian Program.

This year grade 3 students will have a chance to develop their communication skills, vocabulary and cultural knowledge of Italian.

In Term 1 we will dedicate some time to review vocabulary, expressions and short conversation regarding greetings, how to introduce yourself (name, age), how to answer questions related to feelings (Come stai?). As an IB school, we put a strong emphasis on developing intercultural understanding and international minded people. In this perspective, we will discuss with the students the importance of speaking/learning a second language in our globalised world.

This Term’s unit of inquiry will be “An Italian Fairy Tale: Pinocchio” related to the classroom unit of inquiry on Literacy. Pinocchio will be introduced to the student with an audio book, songs, pictures and short readings in the target language. The students will get to know the main characters of the story, some information regarding the author, and some cultural details on Italy and the tale. They will review and expand vocabulary related to body parts and practise short conversation using the statement “mi piace/non mi piace”. The students will work on different tasks ad activities in small groups, with partners, individually or as a whole class. They will need to demonstrate commitment and consistency in practising their new vocabulary and conversation, creativity and cooperation in their everyday tasks, respect and tolerance of the new culture they are learning about.
At Level 3, students create and present works in a range of art 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 draw and paint trees using a variety of techniques and tools.

Progressing towards Level 4, students continue to create and present works using a range of art forms that communicate experiences, ideas, concepts, observations and feelings. They are encouraged to select and experiment with a range of arts elements, principles and/or conventions, as well as explore skills, techniques and processes, media, materials and equipment.

Throughout term one, the students will be given opportunities to select visual arts elements such as line, shape, colour, pattern and texture, and combine these with art principles such as rhythm and movement. Students will develop ideas and modelling upon the work of artists such as Pablo Picasso and Gustav Klimt, they will express their own ideas through art works. A range of activities using varied art materials and tools will help students to develop a deeper understanding of how art elements and principles shape artworks. Students will begin to identify and articulate these elements and principles in other’s art works and their own.