Dear Parents/Guardians,

Welcome to term four! Mrs. Bahadur, Mr. Wood, Mrs. Peterson, Miss. Verdolini and Miss. McClure have enjoyed the teaching and learning relationships that have been built over this year from the variety of learning experiences we have shared.

Throughout this term the students will be encouraged to show a caring, balanced and principled attitude as we begin our new inquiry based on the central idea of ‘Finding peaceful solutions to conflict leads to a better quality of human life.’

The grade three students will have the opportunity to participate in their first camping experience of three days and two nights at Phillip Island Adventure Resort. Students will have the opportunity to participate in many wonderful learning opportunities to further investigate the central idea of ‘Finding peaceful solutions to conflict leads to a better quality of human life’. The learning experiences that they will engage in are especially chosen to support the lines of inquiry which focus on: causes of conflict, conflict resolution and management, and living and working together peacefully.

Students will continue to set individual learning goals based on the literacy continua and will be supported to reflect on successful strategies that helped them achieve their goals. Students will continue to place samples of their learning in their portfolio.

During term four, children will continue to use a variety of thinking tools and graphic organisers such as Venn diagrams, Mind maps and thinking keys, to support their inquiry learning. They will also be encouraged to develop in depth questions that will drive their personal inquiry further.

Towards the end of term four, students will be encouraged to show commitment and enthusiasm when participating in the end of year concert and continue to share their caring and principled attitude.

**LITERACY**

In the domain of English, the continua will continue to be an essential component of the planning and assessment document 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 continuously 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**. Students will revise a range of reading strategies and asked to apply them to a variety of reading tasks.

- Reading on (to the end of a sentence),
- Chunking (multi-syllabic words),
- Connecting (information read to personal knowledge) and
- Re-reading (to clarify or enhance meaning).

This term each child will be supported in choosing appropriate reading material and 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 **at least 30 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.

Through shared, independent and modelled **writing** sessions students will explore a variety of text types with a major focus on writing **narrative texts**. While focusing on narrative texts students will build and revise their knowledge about language features such as:

- developing an idea,
- using a plan to organise ideas,
- developing correct structure of a narrative text,
- developing correct elements needed in a narrative text (i.e. orientation, climax, problem, solution),
- logically ordered paragraphs and
- correct punctuation.

Proofreading and editing their own and their peers’ work will continue to be a priority, with students being encouraged to proofread and edit their own writing before it is proofread by someone else.

**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 also be encouraged to use a range of resources to assist with spelling (for example, **dictionaries, word charts, Have-A-Go, or ask a friend**).

In **oral language**, students continue to experience opportunities to develop their communication skills through speaking and listening including artefact presentations, think- pair-share sessions, verbal experiences using and reflecting on their learning and knowledge.
NUMERACY
In the domain of Mathematics, students will be encouraged to be risk takers when inquiring into key mathematical understandings, which will empower them to think mathematically. Students will continue to use words, pictures and numbers and learn other strategies to support their learning and further develop their skills in Numeracy.

Students will be encouraged to continue to build their Number and Algebra knowledge in order to build confidence in all operations. It is important for students to continue to gain automatic recall of basic facts and number strategies involving all operations, and all students are encouraged to show independence by practising these skills at home on a regular basis.

Under the Maths dimension of Statistics and Probability students will be encouraged to be thinkers when comparing the likelihood of everyday events (such as the chance of rain or sun). During the inquiry this term ‘Finding peaceful solutions to conflict leads to a better quality of human life’, there will be a focus on Chance and Data. This will provide a stimulus for predicting the outcome of chance events. Students will be provided with the opportunity to work on whole class, small group and independent activities including math groups. Students will also have the opportunity to build their independence by planning and conducting chance experiments. They will become more knowledgeable by collecting, organising and exploring data gathered from these experiments. Students’ data findings of simple chance experiments will be developed using bar graphs and number lines.

Students will continue to Work Mathematically through the use of computer software to present data, which will improve the interdisciplinary skill of ICT in maths. This will increase student knowledge of Microsoft Excel by entering data to be displayed in chart form thereby building their confidence with this software.

INQUIRY
During weeks 4 to 9 of this term, students will be immersed in our final unit of inquiry for the year which is based on the Transdisciplinary Theme of ‘Sharing the Planet’. Students will be inquiring into the central idea of:

‘Finding peaceful solutions to conflict leads to a better quality of human life.’

Through the lines of inquiry of
- Causes of conflict,
- Conflict resolution and management
- Living and working together peacefully

Students will be encouraged to demonstrate the PYP Learner Profiles of being caring, balanced and principled. Students will focus on the PYP Attitudes of empathy, integrity and respect. The main concept that underpins this inquiry is Causation (Why is it like it is?). The PYP subject area is Social Studies and the VELS curriculum domain is Humanities.
We encourage students to contribute to the inquiry by taking action and bringing artefacts to share with their classmates. This demonstrates their prior knowledge and links with their understanding of the inquiry, enabling them to explore, discover and learn. Having discussions at home will enrich your child’s understanding of the inquiry and further develop their learning.

The tuning in activities at the beginning of this inquiry will assist students in posing and formulating their student questions and subsequently seeking answers to their questions and gaining an enduring understanding.

Primary resources, including guest speakers, play an important part in developing the students’ understanding, curiosity and learning. If you (or someone you know) are able to contribute to this unit of inquiry by sharing your knowledge with the students, please contact your child’s class teacher to arrange a suitable time. Anyone involved in the Defence Services, Counsellors and/or Social Workers would be particularly suited to sharing their knowledge about peace and conflict. We kindly ask that if you know someone employed in this area could you please inform them of our inquiry and the need for guest speakers with this knowledge.

Throughout the Inquiry and learning process, students will be encouraged to demonstrate their curiosity and be open-minded to learn more about peace and conflict. They will have the opportunity to participate in hands-on learning and become more knowledgeable about this inquiry.

Homework
Homework will continue to be given on a weekly basis. There have been a few changes to the homework template. We have created a matrix which incorporates both Bloom’s Taxonomy and Howard Gardner’s Multiple Intelligence tools. These tools will help cater for various learning styles and develop students’ thinking skills when completing the tasks on the matrix. Students will be required to complete 2-3 activities each week, practice their spelling words using the LSCWC method and read daily for 30min. Please take the time to listen to your child read, as it will make the reading experience more rewarding and enjoyable for your child. Please encourage your child to practise their numeracy and literacy skills using recommended programs such as Mathletics and Reading Eggs/Eggspress. These programs are enjoyable home learning and designed to support the AusVELS curriculum.

Thank you for your continued support.

Kind regards,

Year 3 Team

Mrs. Bahadur, Mr. Wood, Mrs. Peterson Miss. Verdolini and Miss. McClure.
ART
Miranda Baillie-Martin

Students will be continuing to work towards level 4, they will be creating and making 2D and 3D artworks that communicate ideas, observations and feelings. Grade Four students, will be developing their knowledge and learning to make choices concerning different art techniques, elements, equipment and vocabulary. Students have started to make their own visual diaries; they plan their art pieces and include the medium and colours they will be using. Students will be using their visual diary and artwork when orally presenting or writing their reflection. In the art room students will be concentrating on PYP Attitudes of appreciation, commitment, confidence, cooperation, creativity, independence and the focus of the Learner Profile is creativity, communicators, inquirers, thinkers, principled, reflective and risk-takers.

During term four, Grade Four students will be working on art pieces that are aligned with the PYP Unit of Inquiry - Central Idea: ‘Indigenous Communities have a different perspective of historical events’ and ‘Living things need to adapt in order to survive’. In art we will be supporting the classroom investigations and creating the following artwork and, if appropriate, options of materials and techniques to use:

We will be starting the term with completing our Indigenous Art from term three.

Indigenous Art
Mediums used: paint (acrylic), paper (cartridge)
Art Techniques: painting (Dot) and drawing.
Art Elements: Shape, line, colour, space and texture.

Camouflage Chameleons
Mediums used: paper (cartridge), mixed media (student’s are encouraged to design their own artwork using their existing artistic and creativity skills)
Art Techniques: Students Choice.
Art Elements: Shape, value, line, colour and space.
Artist: Eric Carle

Adapted Animals
Mediums used: paper (cartridge), pencil, markers, paint (acrylic).
Art Techniques: drawing, painting.
Art Elements: Shape, value, line, colour and space.
ART

Paul Cochran

At Level 3, students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and tools to plan, develop, refine, make and present arts works. In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their arts works and make changes to realize intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences. The children will be encouraged to further develop the PYP profiles and attitudes of being a communicator, expressing their ideas confidently and creatively whilst being a risk taker with their learning by approaching new experiences with confidence.

During term four our art program will link-in with the PYP Unit of Inquiry-“Indigenous Communities have different perspectives of historical events”. The students will explore the art of two local indigenous cultures, the Australian Aborigines and the New Zealand Maoris. After viewing and discussing examples of traditional Aboriginal rock art and Maori wood carvings the students will create two dimensional art works that incorporated the key colour, line and pattern elements of these two styles.
ITALIAN – Elena Pirovano

In Term 4, the Italian program will expand on the classroom unit of inquiry ‘Living things need to adapt in order to survive’ by researching Italian endangered animals. The students will learn how to describe an animal by using two simple sentence structures (verbs È and HA - to be and to have).

The students will revise vocabulary that is useful to describe things: colours, numbers, size (grande, piccolo). Then they will learn and practice pronouncing, reading and writing animal names and body parts. Through oral games, conversations, role-play and online tools, they will have a chance to use known and new vocabulary in different contexts. Finally, they will be introduced to some basic grammar structures. As a final project, they will create a poster describing an Italian endangered animal. In each lesson they will keep practicing their conversation skills in small groups, in pairs, and with the teacher.

During this term they will grow as principled and caring people through their research on Italian endangered animals. They will also improve as reflective and knowledgeable students by reflecting on the importance of being informed to make correct decisions.

HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott

During term four, the year four students will continue to refine and expand their range of skills including, throwing, catching and punting/kicking. The main focus will be on one and two-handed throwing techniques (Lacrosse) and a punting/kicking and handballing unit (AFL based).

Two-handed techniques using a variety of lacrosse moves (scooping, cradling, passing and shooting). They will focus on techniques such as: having eyes on the ball/implement throughout the scooping and catching phases, standing side on to the target before passing or shooting and stepping with the opposite foot to that of the throwing arm.

Children will participate in a range of kicking/punting techniques such as keeping eyes on the ball through the kick/punt, holding the ball at hip height, stepping forward with the non-kicking leg and bending the knee of the kicking leg during the backswing for the kick/punt. Students will explore a range of kick types (drop punt, torpedo, check side and snap kicks) as well as practicing using both feet to kick with.

The PYP Attitudes and Learner Profiles are consistently used during our Physical Education sessions. Students are encouraged to reflect on how they are using each PYP Attitude and Learner Profile.