
HPG: 3/4B
A
B
C

# OUR TEAM

## Year Three

3G Miss Hayley Gillett

3N Miss Sammy Nelson

3P Mrs Serah Pettitt

## HPG

3/4B Mrs Anna Button

## Year Four

4G Miss Eliza Griggs

4S Miss Kat Saul

4M Miss Katie Moore (Assistant Principal)

STUDY HARD!

# SCHOOL EXPECTATIONS

## RESPECT

- Care for myself, other people, property and equipment
- Speak to others in a polite and positive way
- Discuss and resolve conflict
- Allow others to learn

## RESPONSIBILITY

- Attend school, be punctual and be prepared
- Wear full school uniform with pride
- Be safe
- Do what is right
- Be responsible for the choices you make

## ASPIRE

- Try to achieve your best
- Bounce back
- Be an active learner
- Have a growth mindset
- Encourage others

# A week in 3/4B

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| --- | --- | --- | --- | --- |
| | Sport | | | Stage Sport |
| | Library | | | |

Black sports shoes must be worn for regular AND sports uniform

# HPG PROGRAM

The HPG program is driven by contemporary gifted education research. Through this program we will:

- Implement quality curriculum and instruction that seeks to extend students cognitively
- Cater to the unique learning needs specific to HPG learners
- Provide an engaging and challenging learning environment
- Recognise and value interactive partnerships and a shared responsibility between home and school in supporting quality HPG education

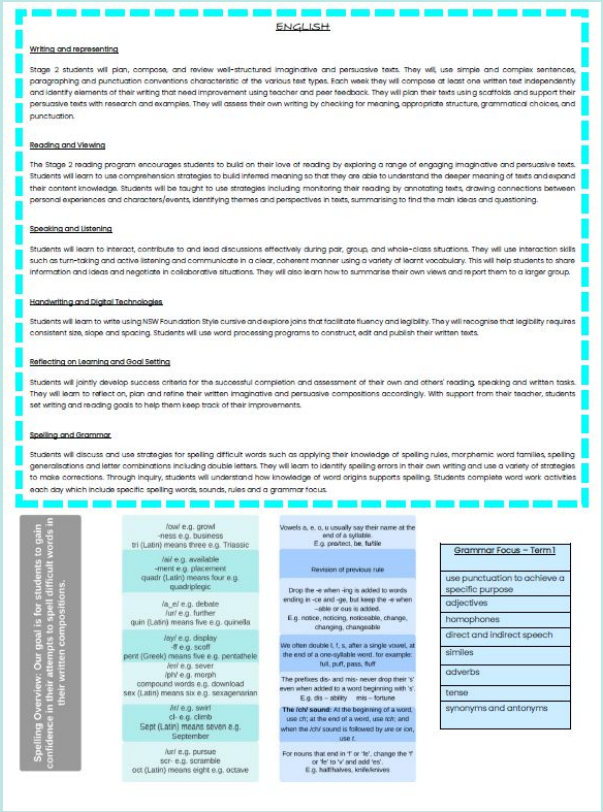
# High Potential and Gifted Curriculum

The HPG class will enhance curriculum through the following:

- Modifying what students learn (content), how students learn (process) and how students demonstrate what they have learned (product)
- Differentiation (Levelled Success Criteria and Individual Learning Goals)
- Accelerating & Compacting of content
- Extend students outwards as well as upwards

# Year 3/4B Term 1 Learning Overview

This will be sent home as an email. Read this to find out what is happening in term 1.



## ENGLISH

**Writing and representing**

Stage 2 students will plan, compose, and review well-structured imaginative and persuasive texts. They will, use simple and complex sentences, paragraphing and punctuation conventions characteristic of the various text types. Each week they will compose at least one written text independently and identify elements of their writing that need improvement using teacher and peer feedback. They will plan their texts using scaffolds and support their persuasive texts with research and examples. They will assess their own writing by checking for meaning, appropriate structure, grammatical choices, and punctuation.

**Reading and Viewing**

The Stage 2 reading program encourages students to build on their love of reading by exploring a range of engaging imaginative and persuasive texts. Students will learn to use comprehension strategies to build inferred meaning so that they are able to understand the deeper meaning of texts and expand their content knowledge. Students will be taught to use strategies including monitoring their reading by annotating texts, drawing connections between personal experiences and characters/events, identifying themes and perspectives in texts, summarising to find the main ideas and questioning.

**Speaking and Listening**

Students will learn to interact, contribute to and lead discussions effectively during pair, group, and whole-class situations. They will use interaction skills such as turn-taking and active listening and communicate in a clear, coherent manner using a variety of learnt vocabulary. This will help students to share information and ideas and negotiate in collaborative situations. They will also learn how to summarise their own views and report them to a larger group.

**Handwriting and Digital Technologies**

Students will learn to write using NSW Foundation Style cursive and explore joins that facilitate fluency and legibility. They will recognise that legibility requires consistent size, slope and spacing. Students will use word processing programs to construct, edit and publish their written texts.

**Reflecting on Learning and Goal Setting**

Students will jointly develop success criteria for the successful completion and assessment of their own and others' reading, speaking and written tasks. They will learn to reflect on, plan and refine their written imaginative and persuasive compositions accordingly. With support from their teacher, students set writing and reading goals to help them keep track of their improvements.

**Spelling and Grammar**

Students will discuss and use strategies for spelling difficult words such as applying their knowledge of spelling rules, morphemic word families, spelling generalisations and letter combinations including double letters. They will learn to identify spelling errors in their own writing and use a variety of strategies to make corrections. Through inquiry, students will understand how knowledge of word origins supports spelling. Students complete word work activities each day which include specific spelling words, sounds, rules and a grammar focus.

**Spelling Overview: Our goal is for students to gain confidence in spelling common difficult words in their written compositions.**

/owl/ e.g. growl
-ness e.g. business
tri (Latin) means three e.g. Triassic

/ai/ e.g. available
-ment e.g. placement
quadr (Latin) means four e.g. quadriplegic

/a_e/ e.g. debate
/ar/ e.g. further
quin (Latin) means five e.g. quinella

/ay/ e.g. display
-ff e.g. scoff
pent (Greek) means five e.g. pentathele

/er/ e.g. sever
/ph/ e.g. morph
compound words e.g. download
sex (Latin) means six e.g. sexagenarian

/ir/ e.g. swirl
ci- e.g. climb
Sept (Latin) means seven e.g. September

/ur/ e.g. pursue
scr- e.g. scramble
oct (Latin) means eight e.g. octave

Vowels a, e, o, u usually say their name at the end of a syllable.
E.g. protect, be, turtle

Revision of previous rule

Drop the -e when -ing is added to words ending in -ce and -ge, but keep the -e when -able or ous is added.
E.g. notice, noticing, noticeable, change, changing, changeable

We often double l, f, s, after a single vowel, at the end of a one-syllable word, for example: full, puff, pass, fluff

The prefixes dis- and mis- never drop their 's' even when added to a word beginning with 's'.
E.g. dis - ability mis - fortune

**The /ch/ sound:** At the beginning of a word, use ch; at the end of a word, use tch; and when the /ch/ sound is followed by ure or ion, use t.

For nouns that end in 'f' or 'fe', change the 'f' or 'fe' to 'v' and add 'es'.
E.g. halfhalves, knifeknives

**Grammar Focus – Term 1**

| |
|---|
| use punctuation to achieve a specific purpose |
| adjectives |
| homophones |
| direct and indirect speech |
| similes |
| adverbs |
| tense |
| synonyms and antonyms |

## Mathematics

**Number and Algebra**

Whole Number: Place value of digits in 5-digit numbers, expanded notation (e.g., 67 012 is 60 000 + 7000 + 10 + 2) and arranging 5-digit numbers in ascending and descending order.

Addition and Subtraction: Jump strategy (e.g., 159 + 23: 1 added 20 to 159 to get 179, then I added 3 more to get 182) and written algorithms. Adding three or more numbers with different numbers of digits and word problems. Use of empty number lines to record mental strategies.

Multiplication: Multiplication facts, inverse relationships (e.g. 8 × 4 = 24, so 24 ÷ 8 = 4 and 24 ÷ 4 = 6), multiples (e.g. the multiples of 4 are 4, 8, 12, 16,...) and factors (e.g. the factors of 12 are 1, 2, 3, 4, 6, 12). Using mental and written strategies to multiply two-digit numbers by three-digit numbers.

Fractions and Decimals: Place fractions and denominators of 2, 3, 4, 5, 6, 8, 10 and 12 on a number line between 0 and 1 and compare and order fractions.

**Measurement and Geometry**

Length: Estimating, measuring, and recording lengths and distances using appropriate devices, measuring perimeter of two-dimensional shapes, converting between kilometres, metres, centimetres and millimetres. Using compass directions and landmarks to create routes.

Position: Using simple scales, legends, and directions to interpret information contained in maps (legend/key, compass, directions north, east, south and west, use NE, SE, SW and NW to indicate north-east, south-east, south-west and north-west, respectively, on a compass rose.)

Time: Compare 12- and 24-hour time systems and convert between them. Use am and pm notation and solve time problems. Relate analogue notation to digital notation for time (e.g. ten to nine in the morning is the same time as 8:50 am) and read and interpret simple timetables, timelines and calendars. Use a stopwatch to record time.

Area: Identify situations where square kilometres are used for measuring area. Recognise that there are 10 000 square metres in one hectare, i.e. 10 000 square metres = 1 hectare. Use abbreviations for area.

**Statistics and Probability**

Chance: Describing possible everyday events and ordering their chances of occurring (e.g. it is equally likely that you will get an odd or an even number when you roll a die'), comparing the chance of familiar events occurring and describing the events as being 'more likely or less likely to occur than each other, ordering events from least likely to most likely to occur (e.g. Having 10 children away sick on the same day is less likely than having one or two away).

Data: Survey and collect data to construct column and line graphs using many to one correspondence. Name and label the horizontal and vertical axes, use appropriate scale and give the graph a title that reflects the data.

## PDH – Friendly Schools

Stage 2 students will learn to create and maintain a friendly and safe school culture. Topics include exploring their own values, resolving conflict, when it's okay to say 'no', friendship groups, equality and exclusion in groups, behaviours that are bullying and who is involved in bullying.

## Physical Education

Stage 2 students will learn to actively participate in a broad range of movement contexts to develop their movement skills and enhance performance. They will have the opportunity to develop competence and confidence in Oztag and netball during class sport sessions. For stage sport students will either participate in PSSA (t-ball or league tag) or a range of sporting activities lead by the teachers including dance, hockey, basketball and more.

## HSIE - Geography

Perception of the Environment: Students will explore examples of different people and their views about their own local environment. They are given the opportunity to think about how people can have differing views about the same place and to think about how they feel about their own environment. Stage 2 also explore Aboriginal and Torres Strait Islander Peoples connection to country and their views about the environment.

Protections of the Environment: Students focus on sustainability and how different people, groups and communities sustain and protect their environment. Stage 2 investigate specific groups and individuals and what unique and universal actions are being taken to protect the environment.

## Science and Technology – Earth and Space

Stage 2 students will inquire into the Earth's relationship with the Sun and how the Sun, Earth and Moon interact. They will learn that the rotation of the Earth on its axis causes regular changes, including night and day and the pattern of the seasons. Students will develop their working scientifically, questioning, research and investigation skills. They will communicate their understanding of Earth and Space Sciences. Elements of digital technology, human endeavour and design and production skills are incorporated into the lessons.

## Creative Arts – Visual Arts

The creative arts unit integrates with the science unit about earth and sun. Students will explore different artists (Vincent Van Gogh, Claude Monet, Georges Seurat and Edvard Munch) from a range of art movements, and experiment with different techniques and materials. They will also explore traditional Aboriginal artworks of the D'harawal People. Students may be exposed to sketching, watercolours, acrylic painting, ceramics, colour mixing and blending using oil pastels.

## Digital Technology

Stage 2 will continue to develop their computer and technology skills through the use of classroom iPads, Stage 2 laptops and their weekly computer room lessons. They will continue to develop their email skills and use of Google Documents and Slides. Stage 2 will learn to code using apps and websites.

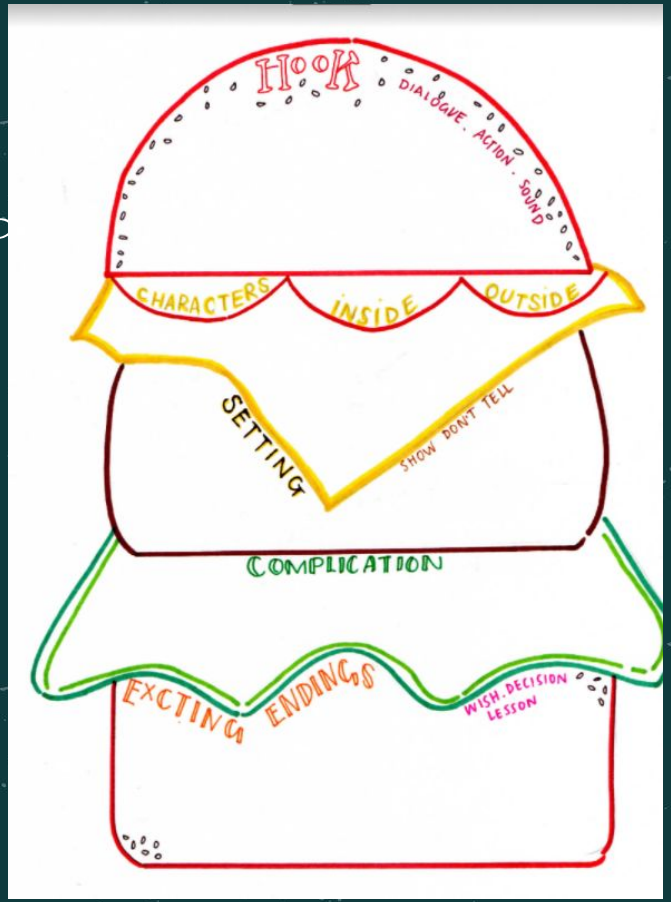
# Writing

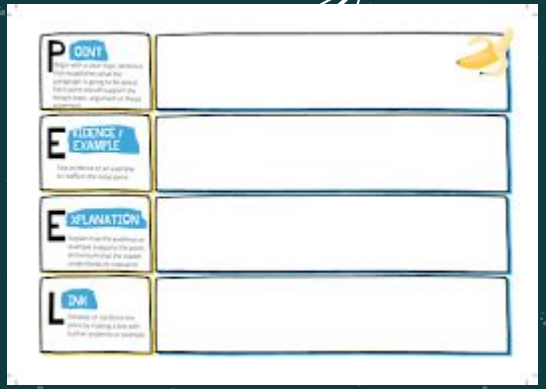
Students will compose imaginative texts that engage a reader through interesting language, structure and development of their story.

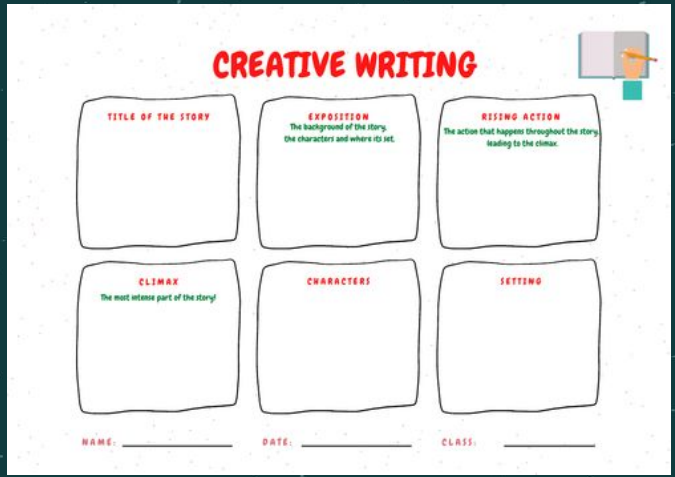
Students will compose persuasive texts that convince the reader of their opinion using reliable facts, strong modal language and evidence.

| WRITING SEQUENCE | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Week 1/2:**<br>**Imaginative**<br>Setting writing expectations and individual goals<br>Main ideas in writing<br>Character development<br>Vocabulary focus<br>Planning focus<br>Using Success Criteria to improve our writing | **Week 3:**<br>**Imaginative**<br>Planning stories using the theme of resilience<br>Writing an introduction – Hooks | **Week 4:**<br>**Imaginative**<br>Problems<br>Solutions<br>Exciting endings | **Week 5:**<br>**Imaginative**<br>Themes<br>Blurbs | **Week 6:**<br>**Imaginative**<br>Themes<br>Bump it up<br>Plan<br>Compose<br>Publish | Week 7:<br>**persuasive**<br>individual PERSUASIVE writing goals<br><br>OREO structure revision<br>success criteria for persuasive<br>Introduction techniques | Week 8:<br>**Persuasive**<br>The Power of a Picture – persuasive letter writing<br>*Including facts from research in our reasons and examples*<br>High modality language | Week 9:<br>**persuasive**<br>Persuasive letters and posters/advertisements<br>*Persuasion of their product through a letter and poster*<br>*Visual persuasive techniques* | Week 10<br>**persuasive**<br>CHOOSE A SIDE<br>persuasive writing<br>Debates<br>Improving our writing using our individual goals |

# Writing


HOOK
DIALOGUE . ACTION . SOUND
CHARACTERS
INSIDE
OUTSIDE
SETTING
SHOW DON'T TELL
COMPLICATION
EXCTING ENDINGS
WISH. DECISION
LESSON


POINT
EVIDENCE / EXAMPLE
EXPLANATION
LINK


CREATIVE WRITING
TITLE OF THE STORY
EXPOSITION
The background of the story, the characters and where it's set.
RISING ACTION
The action that happens throughout the story, leading to the climax.
CLIMAX
The most intense part of the story!
CHARACTERS
SETTING
NAME:
DATE:
CLASS:

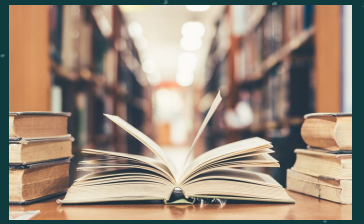
# 3/4B GOALS

We are writers who explore our world and love to write interesting texts to hook the reader and capture the imagination!

We are readers who want to learn through reading a variety of different texts.

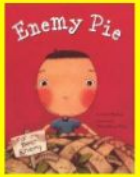
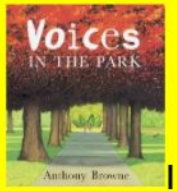
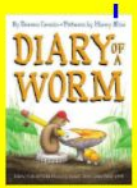
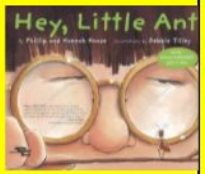
We are mathematicians who work together to solve problems, ask questions, find solutions and learn new and exciting things about mathematics!

# Reading



*WALT: Identify themes in stories, find th the main ideas, make inferences and recognise persuasive techniques*

**READING SEQUENCE**

| Week 1/2: | Week 3: | Week 4: | Week 5: | Week 6: | Week 7: | Week 8: | Week 9: | Week 10: |
|---|---|---|---|---|---|---|---|---|
| Character traits<br>Making connections<br>Themes<br>Expression<br>Summarising<br>Main Ideas | Stories about resilience.<br>Using dialogue and texts to makes inferences | Monitoring our understanding<br>Identifying the main idea<br>Using images to makes inferences | Themes<br>Perspective<br>Inferences | Themes<br>Making own literal and inferential questions | The need for background knowledge to make inferences | Persuasive language used in books | Viewing- Persuasive Advertisements | Persuasive language used in books |
|  |  |  |  |  |  |  |  |  |

# How to support your child's inferential comprehension at home

## Think aloud while reading with your child or while listening to them read.

E.g. Share connections you make with the text and things you are curious about.

## Ask questions while reading and viewing texts.

E.g. While watching a television show or watching a movie ask, "How do you think the character is feeling?" "Why do you think the character did that?" "What do you think the character learnt?"

## When your child asks you the meaning of a word, share what you would do.

E.g. Keep reading the text, share synonyms. Encourage your child to use the word throughout the week in conversation with you.

## Share your inferences from reading and viewing a range of texts.

E.g. Persuasive (I can infer that this advertisement is trying to sell...), informative (I can infer that this website is trying to inform me about...) and imaginative texts (I can infer from this story that this character is disappointed because...)

# Mathematics: Year 3/4


Investigations, hands-on, practical, open-ended tasks, problem solving and applying skills

Strategies

- Guess, check and refine
- Make a table
- Draw a diagram
- Find a pattern or rule
- Make an organised list
- Work backwards
- Check for both relevant and irrelevant information within a question

# Mathematics



Whole number - WALT: read and order numbers of any size
Position - WALT: use maps to give directions and plot coordinates
Chance - WALT: conduct chance experiments and plot probability between 0-1
Length - WALT: measure length and perimeter of a range of different shapes and sizes
Addition & Subtraction - WALT: use efficient strategies to solve a range of problems involving addition and subtraction

# Mathematics:


Time - WALT: compare 12 to 24 hour time and determine/compare the duration of events
Fractions & Decimals - WALT: compare the relative size and order fractions with specific denominators
Data - WALT: collect, interpret and present data in a range of mediums
Multiplication and Division - WALT: solve problems involving multiplication of large numbers by 1/2-digit numbers
Area - WALT: choose appropriate units to calculate the area of rectangles of a range of sizes

# How you can help at home with your child's learning in Mathematics

## Help your child memorise their multiplication tables

Your child should **see**, **hear**, **say** and **write** them.

## Build your child's Maths vocabulary

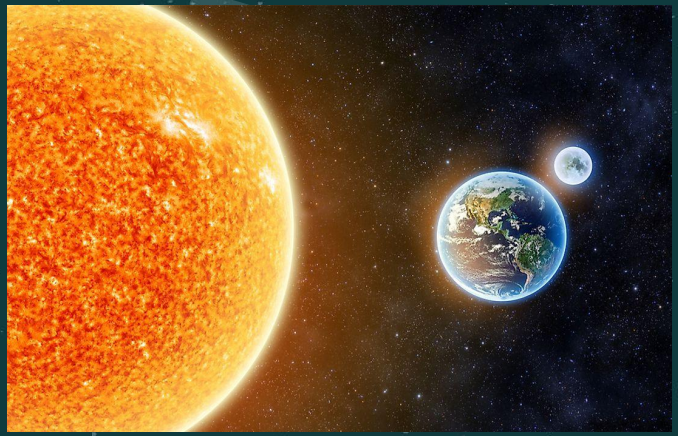
E.g. Use the terms 'one litre of milk', 'one kilo of flour', 'teaspoons', 'millilitres', 'cups', 'fractions' when cutting food, etc.

## Discuss Maths concepts you find around you

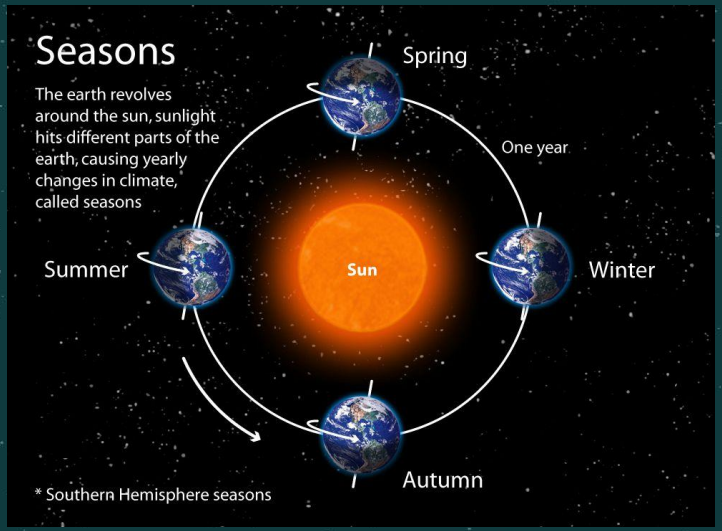
When watching sports, watching the weather, sharing recipes, browsing catalogues, travel timetables, handling money

# SCIENCE

## Earth and Space



- Earth's relationship with the Sun and how the Sun, Earth and Moon interact.
- rotation of the Earth on its axis causes regular changes, including night and day and the pattern of the seasons
- develop their working scientifically, questioning, research and investigation skills.



# GEOGRAPHY

## Perception and Protection of the Environment

- explore examples of different people and their views about their own local environment.
- given the opportunity to think about how people can have differing views about the same place and to think about how they feel about their own environment.
- explore Aboriginal and Torres Strait Islander Peoples connection to country and their views about the environment.
- focus on sustainability and how different people; groups and communities sustain and protect their environment.
- investigate specific groups and individuals and what unique and universal actions are being taken to protect the environment

# Term 1 Digital Technologies

## Integrated Learning

Our students will have weekly computer room lessons and access to laptops and iPads. Students will be publishing their written texts using word processing programs.

They will continue to develop their typing skills and skills when using Google Docs and Google Slides.

# PDHPE: Year 3/4

Term One

## Friendly Schools Program

- *Safe school*
- *Create and maintain friendships*
- *Identify their values*
- *Inclusion and friendship groups*
- *Resolving conflict*

## Sport

- PSSA – League tag and t-ball
- Class sport – netball skills
- Stage sport – rotation between newcomball, European handball, dance, soccer and netball

Term 1: art integrated with Science unit

# Creative Arts: Term 1 Visual Arts

Students will explore different artists (Vincent Van Gogh, Claude Monet, Georges Seurat and Edvard Munch) from a range of art movements, and experiment with different techniques and materials. They will also explore traditional Aboriginal artworks of the D'harawal People.

Students may be exposed to sketching, watercolours, acrylic painting, ceramics, colour mixing and blending using oil pastels.


# NAPLAN

YEAR 3

**Visit the NAPLAN website for more information.**

# NAPLAN FAQ

What is NAPLAN?
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7, and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.

When will the test take place? 10th - 20th May approx.

What happens if my child is sick on the day of testing? There will be back up days just in case

What will be tested? reading, writing, spelling, grammar and numeracy.

Is writing on paper or computer? Paper

How long do students have for writing? 45 minutes

# BIRTHDAYS

## WE LOVE TO CELEBRATE BIRTHDAYS!

YOUR CHILD IS WELCOME TO SHARE BIRTHDAY TREATS. PLEASE BE MINDFUL OF CHILDREN WHO HAVE ALLERGIES AND STICK TO COVID-SAFE INDIVIDUALLY WRAPPED TREATS.

# HOMEWORK

Please return the homework note

1

## READING

-EVERY NIGHT

2

## MATHLETICS

- Online
-Teacher will assign activities
-Teacher will advise of usernames and passwords

3

## Activity grid

Students can work through the activity grid at their own pace throughout the term. They can take photos of their work to upload to Seesaw.

## SPELLING

Weekly list words sent home

# Stage 2 Homework Grid

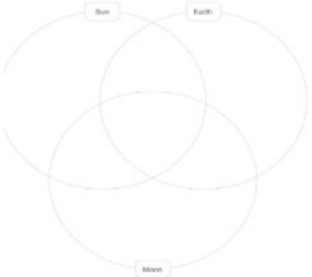
## Term 1, 2022

1. Please read every day
2. Practise you spelling words. These will be given to you by your teacher each week.
3. Complete the set 'Mathletics' tasks. See your teacher if you have forgotten your username or password. This is to be done weekly
4. Please aim to complete ALL activities in the grid, BY THE END OF TERM 1. These are self paced, so you can manage your time

### Science

Complete the Venn Diagram to compare the Sun, Earth and Moon. What is different? What is the same?

Spend time at night looking at the shape of the moon and the placement of the stars. What in the sky changes each night?




### Geography

Is it important to put our rubbish and recycling in the correct bins? Why or why not?

Come up with your own creative plan for stopping pollution ending up in the ocean or how to clean it once it is already in the ocean.

### Writing 1: Imaginative

*"The eyes in the painting follow him down the corridor."* Use this idea to write an imaginative story. Use either the hamburger or five finger scaffolds to plan you stories. Remember to have a hook, descriptive language using SHOW don't tell, a problem and an exciting ending.

### Writing 2: Persuasive

Using the OREO structure, write a persuasive text that explains what the best superpower is. Give reasons and examples as to why this power would be the greatest. Remember to edit your writing and use strong persuasive language.

### Computer skills

Use Google Docs to create a poster about you! Include images, fonts, boarders, text boxes, shapes and more! Share with your teacher's email!

### Typing Skills

https://www.typing.com/student/game/keyboard-ninja

Play Keyboard Ninja online! Practise locating the letters and see what score you can get!


### Creative Arts

**How to Draw Greg from Diary of a Wimpy Kid!**

https://www.youtube.com/watch?v=dw1reZBtKMM

Use the Art for Kids Hub YouTube channel to draw Greg! Follow along with the directions and add you own details too!

You can also add colour or a background.


### PE

**Throwing and Catching:** Go to the park and practise throwing and catching a ball or a frisbee with a friend or family member. How many can you get in a row without dropping it? Try moving further back to see how far you can throw it accurately.

# Permission to Disclose

**We encourage permission to disclose so that we can use the programs to:**

- **support student learning, tracking and assessment**
- **report to parents and share student work/ learning**
- **enable teachers to meet student needs through the access and recording of student learning, assessment and tracking data**

PLEASE SIGN A BLUE PERMISSION TO DISCLOSE NOTE AND RETURN TO MISS MOORE

# Please help us focus on your child's learning and growth by staying in the loop!

## school newsletter

available every Monday

## sZapp

App to get important notices to you. The access PIN will be sent to you via email. It is important you attach your details to your child/ren's class, year group and any other extracurricular group your child is involved in to receive all notifications.

## seesaw app

an app focused on documenting your child's learning. See log in sheet to join

## how to best contact me

Anna.Button@det.nsw.edu.au

**Get involved with your P&C who meet every second Monday of the month.**

# How to see work samples and photos.
# Seesaw family app

FAMILY

# Commenting on Your Child's Learning in Seesaw


PLAY
STUDY
THANKS!