Beaumaris Primary School
Parent Information

Level 3 - Years 3 & 4
CURRICULUM
This is an overview of the Victorian Essential Learning Standards (VELS) for Level 3 (Years 3 & 4) which outlines the curriculum expectations for all Year 3 & 4 students in Victoria.

At Beaumaris Primary School we believe in the value of children becoming life-long learners. Through our core purpose of learning together and our values of respect, resilience, relationships and responsibility we build a curriculum through utilising the Victorian Essential Learning Standards (VELS) that is relevant to the values, skills and knowledge our children will need to effectively operate within our global society. Therefore the BPS teaching and learning program is aimed at developing students who are socially and environmentally responsible, problem solvers, self directed, adaptable, ICT literate, resilient and have effective inter-personal skills.

The Victorian Essential Learning Standards act as a curriculum framework for Victorian schools. They are based on the best practice in Victorian schools, national and international research and widespread consultation with school communities, educators, professional associations and community groups. The Standards will provide the means for all Victorian schools to use the best curriculum thinking to better prepare students for success at school and beyond.

To succeed beyond the compulsory years of schooling, all students need to develop the capacities to:
- manage themselves as individuals and in relation to others
- understand the world in which they live; and
- act effectively in that world.

THE STRUCTURE OF THE VICTORIAN ESSENTIAL LEARNING STANDARDS

Three strands of learning
To ensure that the school curriculum develops students with these capacities, the Victorian Essential Learning Standards (VELS) are developed within three core, interrelated strands. The three core, interrelated strands are:
- Physical, Personal and Social Learning
- Discipline-based Learning
- Interdisciplinary Learning.

Learning Domains
Each strand has a number of components called domains. The domains describe the knowledge, skills and behaviours considered essential in the education and development of students to prepare them for further education, work and life. They also include the standards by which student achievement and progress is measured.

Within each domain, the essential knowledge, skills and behaviours are organised into dimensions. Standards are written for each dimension. However not all domains are assessed in all levels.
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Stages of learning
The Essential Learning Standards identify three stages of learning through which students progress and recognise the differing learning needs of students at these different stages, phasing curriculum expectations and standards over six levels.
- Years Prep to 4 – Laying the foundations
- Years 5 to 8 – Building breadth and depth
- Years 9 to 10 – Developing pathways

Levels
The Victorian Essential Learning Standards include standards at six levels broadly associated with the years of schooling from Years Prep to 10 as follows:
- Level 1 – Preparatory Year
- Level 2 – Years 1 and 2
- Level 3 – Years 3 and 4
- Level 4 – Years 5 and 6
- Level 5 – Years 7 and 8
- Level 6 – Years 9 and 10.

LEVEL 3 OVERVIEW
In the Victorian Essential Learning Standards Level 3 is broadly associated with Years 3 and 4 of schooling. Learners become more persistent and prolific in their learning and develop confidence through using specific skills, particularly literacy and numeracy. They are able to participate in discussion about ideas and beliefs and express informed opinions.

Key characteristics of students at this level include:
- broadening their knowledge and interest in a range of disciplinary domains
- developing an awareness of common values
- embodying resilient attitudes to learning and social behaviour
- transforming ideas into objects and systems
- applying independent thinking strategies
- discriminating between the quality of information when forming opinions.

Students have developed relationships with peers that provide opportunities for social growth, including ‘giving appropriate feedback and acknowledging individual differences’ (Interpersonal Development: Building social relationships). Through their relationships with family, friends and the local community students learn about the values and beliefs of others. They begin moving from a preoccupation with their own needs towards some level of recognition of the needs of others.

Students become aware of values such as loyalty and trust, and experiment with negotiation, conflict management, group decision making, tolerance and social problem solving. They control their impulses and are aware of appropriate conduct in diverse contexts. They have the capacity to recognise feelings in themselves and others, they manage to regulate their emotions in routine situations, and they reflect on their behaviour, making adjustments when necessary. Values education and community involvement help to inform interpersonal development. They take increased responsibility for their own health and wellbeing, explaining ‘basic concepts of identity and (using) simple strategies to maintain and support their self-worth’ (Health and Physical Education: Health knowledge and promotion).
Students are aware of the development of specific knowledge and skills within a wider variety of learning domains, responding to information and ideas that go beyond their immediate experience. They ‘read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features’ (English: Reading) and ‘express a point of view providing some information and supporting detail’ (English: Writing). Their writing reflects a structure and uses a range of words and correct punctuation. In Science they develop a vocabulary to describe their observations and investigations, and ‘plan, design, conduct and report collaboratively on experiments related to their questions about living and non-living things, and events’ (Science: Science at work).

In Mathematics they collect and display data and ‘apply number skills to everyday contexts such as shopping’ (Mathematics: Working mathematically). Students learn about the importance of laws applying equally to everyone in a democracy and ‘explain the difference between rules and laws’ (Civics and Citizenship: Civic knowledge and understanding). They also describe some key events in Australian history ‘including Anzac Day and key aspects of the histories of cultural groups that make up their class, community and nation’ (The Humanities: Humanities knowledge and understanding). Students ‘describe the human and physical characteristics of their local area and other parts of Victoria’ (The Humanities: Humanities knowledge and understanding), and ‘describe key features of arts works from their own and other cultures’ (The Arts: Exploring and responding).

As students develop confidence in using specific skills, their effectiveness as learners increases rapidly. They are encouraged to set short-term goals and achieve these in cooperative and competitive situations. They interpret each other’s work and participate in discussions to share and explore ideas and beliefs. They are encouraged to manage their level of effort, and to take steps to improve by implementing a range of strategies that may include rehearsing, organising, summarising, remembering and understanding. They ‘identify their learning strengths and weaknesses and learning habits that improve learning outcomes.’ (Personal Learning: The individual learner).

Students begin to discriminate between the quality of information when forming opinions, making sure that they ‘collect information from a range of sources to answer their own and others’ questions’ (Thinking Processes: Reasoning, processing and inquiry). They apply thinking strategies to organise information and concepts in a variety of contexts, and transfer knowledge, skills and behaviours between contexts. Such strategies are supported by increased technical competence with computers, including the use of graphics and ‘simple editing functions to manipulate the images for use in their products’ (Information and Communications Technology: ICT for creating). Students also take a more active role in developing design briefs to meet a range of different needs and ‘use their list of steps ... to choose appropriate tools, equipment and techniques’ (Design, Creativity and Technology: Producing). They provide reasons for arguments, justify conclusions and participate in problem solving.

**ASSESSMENT AND REPORTING**

Ongoing assessment is carried out during the year using observation, testing, check lists and work samples. Students also have a responsibility to reflect upon their own learning through using self assessment tools.

Early in Term I parents will be given the opportunity to meet with their child’s teacher to share relevant information about the child’s wellbeing and learning.
Parents will receive a formal written report of their child’s progress in June and December and parent teacher interviews will be held in June. However, parents are welcome to arrange an interview with their child’s teacher at any other time that is mutually convenient.

If a student has specific learning needs an Individual Learning Plan (ILP) will be developed. The student’s progress will then be monitored and reviewed at regular meetings during the year and the plan adjusted accordingly.

**ENGLISH**

**Reading**
At Level 3, students are expected to:
- read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features
- interpret the main ideas and purpose of texts make inferences from imaginative texts about plot and setting and about characters’ qualities, motives and actions.
- infer meaning from material presented in informative texts
- identify how language is used to represent information, characters, people, places and events in different ways including identification of some simple symbolic meanings and stereotypes
- use several strategies to locate, select and record key information from texts.

**Writing**
At Level 3, students are expected to:
- write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics
- write narratives which include characters, setting and plot
- order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail
- combine verbal and visual elements in the texts they produce
- meet the needs of audiences by including appropriate background information
- write a variety of simple and compound sentences and use verb tenses correctly
- use punctuation to support meaning, including exclamation marks and quotation marks, and accurately use full stops, commas and question marks
- use vocabulary appropriate to context and spell most one- and two-syllable words with regular spelling patterns, and frequently used words which have less regular spelling patterns
- use sound and visual patterns when attempting to spell unfamiliar words.

**Speaking and listening**
At Level 3, students are expected to:
- vary their speaking and listening for a small range of contexts, purposes and audiences
- project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information
- listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.
MATHEMATICS

Number
At Level 3, students are expected to:

- use place value (as the idea that ‘ten of these is one of those’) to determine the size and order of whole numbers to tens of thousands, and decimals to hundredths
- round numbers up and down to the nearest unit, ten, hundred, or thousand
- develop fraction notation and compare simple common fractions such as $\frac{3}{4} > \frac{23}{5}$ using physical models
- skip count forwards and backwards, from various starting points using multiples of 2, 3, 4, 5, 10 and 100
- estimate the results of computations and recognise whether these are likely to be over-estimates or under-estimates
- compute with numbers up to 30 using all four operations provide automatic recall of multiplication facts up to $10 \times 10$
- devise and use algorithms for the addition and subtraction of numbers to two decimal places, including situations involving money
- add and subtract simple common fractions with the assistance of physical models
- devise and use written methods for:
  - whole number problems of addition and subtraction involving numbers up to 999
  - multiplication by single digits (using recall of multiplication tables) and multiples and powers of ten (for example, $5 \times 100$, $5 \times 70$)
  - division by a single–digit divisor (based on inverse relations in multiplication tables).

Space
At Level 3, students are expected to:

- recognise and describe the directions of lines as vertical, horizontal or diagonal
- recognise angles are the result of rotation of lines with a common end–point
- recognise and describe polygons
- recognise and name common three dimensional shapes such as spheres, prisms and pyramids
- identify edges, vertices and faces
- use two–dimensional nets, cross–sections and simple projections to represent simple three–dimensional shapes
- follow instructions to produce simple tessellations (for example, with triangles, rectangles, hexagons) and puzzles such as tangrams
- locate and identify places on maps and diagrams
- give travel directions and describe positions using simple compass directions (for example, N for North) and grid references on a street directory.

Measurement, chance and data
At Level 3, students are expected to:

- estimate and measure length, area, volume, capacity, mass and time using appropriate instruments
- recognise and use different units of measurement including informal (for example, paces), formal (for example, centimetres) and standard metric measures (for example, metre) in appropriate contexts
- read linear scales (for example, tape measures) and circular scales (for example, bathroom scales) in measurement contexts
- read digital time displays and analogue clock times at five–minute intervals
- interpret timetables and calendars in relation to familiar events
• compare the likelihood of everyday events (for example, the chances of rain and snow)
• describe the fairness of events in qualitative terms
• plan and conduct chance experiments (for example, using colours on a spinner) and display the results of these experiments
• recognise different types of data: nonnumerical (categories), separate numbers (discrete), or points on an unbroken number line (continuous). They use a column or bar graph to display the results of an experiment (for example, the frequencies of possible categories).

Structure
At Level 3, students are expected to:
• recognise that the sharing of a collection into equal sized parts (division) frequently leaves a remainder
• investigate sequences of decimal numbers generated using multiplication or division by 10.
• understand the meaning of the ‘=’ in mathematical statements and technology displays (for example, to indicate either the result of a computation or equivalence)
• use number properties in combination to facilitate computations (for example, $7 + 10 + 13 = 10 + 7 + 13 = 10 + 20$).
• multiply using the distributive property of multiplication over addition (for example, $13 \times 5 = (10 + 3) \times 5 = 10 \times 5 + 3 \times 5$)
• list all possible outcomes of a simple chance event
• use lists, Venn diagrams and grids to show the possible combinations of two attributes.
• recognise samples as subsets of the population under consideration (for example, pets owned by class members as a subset of pets owned by all children)
• construct number sentences with missing numbers and solve them.

Working mathematically
At Level 3, students are expected to:
• apply number skills to everyday contexts such as shopping, with appropriate rounding to the nearest five cents
• recognise the mathematical structure of problems and use appropriate strategies (for example, recognition of sameness, difference and repetition) to find solutions.
• test the truth of mathematical statements and generalisations. For example, in:
  • number (which shapes can be easily used to show fractions)
  • computations (whether products will be odd or even, the patterns of remainders from division)
  • number patterns (the patterns of ones digits of multiples, terminating or repeating decimals resulting from division)
  • shape properties (which shapes have symmetry, which solids can be stacked)
  • transformations (the effects of slides, reflections and turns on a shape)
  • measurement (the relationship between size and capacity of a container).
• use calculators to explore number patterns and check the accuracy of estimations
• use a variety of computer software to create diagrams, shapes, tessellations and to organise and present data

VISUAL ARTS
Art lessons will be taken weekly by the Art Specialist teacher in the Art Room. The Visual Arts program will involve refinement of their two and three dimensional works in response to feedback about the selection and use of arts elements such as line, colour, tone and form. The students will also be encouraged to plan for arts works that are informed by an understanding of ways other artists have used and combined selected arts elements and conventions to achieve specific effects.
All children must have a clearly named art smock to wear at the commencement of the school year.

**INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)**

ICT is organised into 3 dimensions:
1. ICT for visualising thinking
2. ICT for creating
3. ICT for communicating

**During ICT classes students will:**
- Develop computing skills through using a range of educational software
- Develop thinking and organisational skills through use of Graphic organisers and similar software packages
- Develop skills that enable the production of increasingly complex multimedia presentations
- Plan and develop 2D and 3D animations using programs such as Pivot and Kahootz
- Continue to develop keyboarding and word processing skills
- Learn how to safely access and use the internet for research that supports classroom themes
- Understand email protocols and use regularly
- Regularly use digital cameras and use images in a variety of presentations
- Develop file management skills and knowledge of BPS network
- Enhance their understanding and knowledge of classroom topics through ICT

**LIBRARY**

Beaumaris Primary has a well-resourced library containing collections of fiction, non-fiction, picture fiction and reference books.

Children are encouraged to bring a library bag to help protect the books they borrow. Books can be borrowed for two weeks. Children are allowed to borrow up to four books. Children with overdue library resources are not allowed to borrow further resources. Families are expected to replace any lost books.

**LOTE – JAPANESE**

The focus of LOTE (Japanese) is to develop the children’s cultural awareness through learning about Japanese festivals, customs and lifestyle. Each year the children will have opportunities of participating in girls’ and boys’ day festivals and a biannual whole school Japanese Day. Children at this level begin to learn about the 3 writing systems in the Japanese language; in particular reading and writing the hiragana alphabet. During the year the children will have the opportunity to communicate with Japanese visitors/interns who come to our school.

The children will participate in some language learning and be expected to:
- Listen to stories, participate in songs, games, questions and answer exchanges
- Recognise and write numbers to 50
- Introduce themselves, greet and farewell the teacher, and express thanks and apologies
- Recognise some culturally-specific gestures and body language and integrate them into their own oral communications
- Recognise and write a selected range of hiragana
• Participate in cultural activities. E.g Shodo (Japanese calligraphy), cooking, bonodori (dance), Japanese Day.
• Year 4 students will be encouraged to generate simple original sentences including likes and dislikes.

Assessment in LOTE in Level 3
This essentially relies upon participation and involvement. The teacher will observe and comment upon the following:
• Ability to repeat words and phrases accurately
• Ability to greet and respond to greetings from peers and teacher

PHYSICAL EDUCATION
The Physical Education Program aims at providing students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental and social health. It focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups and that engagement in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness.

At this level students progress from the development of basic motor skills to the performance of complex movement patterns that form the basis of team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students begin to undertake a variety of roles, such as player, coach or umpire, when participating in sport.

Students should come prepared for the program by wearing suitable clothing and footwear which may include shorts/skirts, t-shirts, lace-up runners and a school hat in summer and a tracksuit and runners during winter.

Students have one weekly session with a specialist physical education teacher and additional sessions, including sport, with class teachers.

Year 3
Term 1: Fundamental Motor Skills
Term 2: Gymnastics & Dance
Term 3: Introduction to major games
         Introduction to athletics
         Jump Rope for Heart – Skipping Program
Term 4: Two week intensive Swimming Program at the Bayside Aquatic Centre, Mentone
         Outdoor Education – Two day camp

Year 4
Term 1: Fundamental Motor Skills
         Outdoor Education – Four day camp
Term 2: Gymnastics & Dance
Term 3: Major games
         Athletics
         Jump Rope for Heart – Skipping Program
Term 4: Two week intensive Swimming Program at the Bayside Aquatic Centre, Mentone
         Bike Education Level 1 (Off road skills and riding activities)
**Suitable Clothing and Footwear**

It is essential that students are wearing appropriate clothing (comfortable and preferably pants/shorts) and proper sport footwear. Runners with laces or very firm Velcro are the best option. Sandals, ‘strappy’ shoes, boots, platform or ‘backless’ shoes are dangerous and increase the risk of injury. The wearing of hats is compulsory and students will be asked to sit in the shade if they don’t have one. On warmer days sunscreen and a drink bottle with water is a great idea.

**PERFORMING ARTS**

Formal instrumental instruction commences at level 3. Students also learn more specific dramatic techniques and stylistic dance elements. The skills for playing the descant recorder are introduced and students develop and awareness of musical elements such as pitch, rhythm, dynamics and melody. Students are also asked to express ideas through improvisation using elements such as voice and movement to develop character. In this way students are able to present their performance work by communicating ideas, concepts and feelings with a more expansive understanding of musical and dramatic technique.

**GENERAL INFORMATION**

**Starting times**

Each school day starts at 9.00 am sharp and concludes at 3.30pm. The yard is supervised from 8.45 am and it is requested that children not be delivered to school prior to this time unless they are booked into Before School care. Similarly the yard is supervised until 3.45 pm and children need to be collected by this time. Children are to remain inside the school gates until they are picked up.

**Break Times**

- **Morning Tea**
  - 10.40am – 11.10am Play Time

- **Lunch**
  - 12.50–1.00 Students eat supervised by their class teacher
  - 1.00 – 1.50pm Play Time

**Punctuality and Absences**

Parents are reminded that children are expected to be at school by 9.00am sharp. The arrival of children after this time can be very distracting for those who are ready to commence work.

If a child is unwell, the best place for them is at home. When a child is sick at school their parent will be notified. Consequently it is important that the emergency contact numbers are kept current. If you change your address or work number, it is imperative that you let the school know.

It is required that parents send a note to school on a child’s return explaining his or her absence. If a parent wishes to collect a child from the classroom during the day, they must first fill in an early dismissal form at the office, which is then handed to the class teacher or yard duty teacher if it is during a break. Teachers will not release a child unless they receive this form.
School Uniform
It is highly recommended that children wear a Beaumaris Primary School uniform to school. This includes excursions where school uniforms make it easy to see and supervise the children. The official school hat is to be worn between the 1st September until 30th April. As a Sun Smart school, we have a “no hat–no play” policy. Students also need to wear appropriate shoes to school particularly on their P.E days. The school uniform is able to be purchased from school. Jewellery is to be kept to a minimum and for safety reasons, it is preferred that only stud earrings be worn. Hair that is shoulder length needs to be tied back.

Lost Property
This is a constant problem particularly with our changeable weather. It is helpful if all articles of clothing are labelled. Then they can be returned to their rightful owners. The lost property is kept in a cupboard opposite the art room. Please leave it neatly when you have searched through its contents.

Lunches
The students are supervised eating their lunch for 10 minutes at the start of each lunch session. The students are encouraged to bring home any food they do not finish so you have an indication of how much they have eaten. Lunch orders are available from the school canteen Monday through to Thursdays. The canteen is closed on Fridays.

Communication
General information that concerns the whole school is published in the Stop Press which is the school newsletter, which is distributed on Thursdays and is alternated with the year 6 student newspaper the Beauy News. Each Level publishes their own bulletin at the beginning of the term informing parents about what is happening in that level. Events organised by individual classes are advertised in the school newsletter and a separate note can be placed on the notice board outside the junior school or on the classroom door to inform parents about what is going on.