



**YEAR 3-4
PARENT INFORMATION HANDBOOK**

3/4 Team:

Bianca Stuckey 3/4A

Rob Coxon 3/4B (Team Leader)

Annmarie Lambert 3/4 C

Jemimah Rogers 3/4 D

King Tangso 3/4E

Melissa Sullivan (Classroom Aide)

Jorja Slade (Classroom Aide)

Specialists:

Simon Way - Physical Education

Amanda Conder – Arts

Dianne Burns – Science and Technology

Kathy Van Eck - Kitchen Program

Deanne Ashton-Smith - Garden Program

HOW CAN I HELP MY CHILD TO MAXIMISE THEIR LEARNING OPPORTUNITIES AT SCHOOL?

School life is always a very busy and hectic time. With so many day-to-day things to remember, we have compiled a short list of tips to assist.

SCHOOL TIMES:

We encourage students to be at school by 8.45am as school begins promptly at 9.00am. This enables students to go to the toilet, have a drink and undertake hand hygiene routines while the music plays, prior to lining up with their class. School concludes at 3.30pm and students are dismissed from their classrooms.

BREAKFAST CLUB:

Breakfast Club operates every morning from 8:30am in our kitchen, and is coordinated by Ms Charlotte Cox. A teacher is also rostered to Breakfast Club between 8:30am-8:45am, for the purpose of supervision, and to assist with preparation/pack up. All Hallam PS students are welcome to come to the kitchen to have a bowl of cereal with fruit/milk, baked beans on toast or toast with jam or vegemite, even if they have already had some breakfast at home. A healthy breakfast provides students with a great start to a busy day of learning, and playing with friends.



PERSONAL BELONGINGS:

As teachers we seem to be forever chasing the owner of the lost jumper, unnamed hat, pencil case, lunch box, etc. and the list goes on! Unfortunately many items are 'lost' or unclaimed daily at school, resulting in a very frustrated pursuit for us and an expensive one for you! Please **ensure ALL of your child's belongings are CLEARLY NAMED** so that in the event of their misplacement we are able to return them promptly. Unnamed items are placed in the 'Lost Property' container near the office.

Your child will be participating in a Physical Education and fitness program of at least 2 hours each week. To ensure your child is well hydrated throughout the day, a personal water bottle is required. Having a water bottle in the class may remind your child to keep hydrated during the day, too. Runners are necessary for any sporting activity.

On rainy days during Autumn and Winter, your child will need a coat. Gumboots are also encouraged on garden days to minimize damage to school shoes.

We understand that birthdays are a wonderful time to celebrate, and teachers do acknowledge these special times with stickers, singing 'Happy Birthday', etc. Food allergies and medical issues are a major risk-management issue. Many students who have food allergies or medical conditions are unable to share cake, lollies or birthday balloons that are often brought to school to celebrate. Consequently, **birthday treats are not to be brought to school**, and are to be kept for those very special family and children's parties at home.

UNIFORM FOR HALLAM PS:

- Girls – school dress or bottle green: school skirt (not a netball skirt)/skorts, shorts, bicycle shorts, trousers, track pants, windcheater, jacket and yellow polo shirt
- Boys – bottle green: shorts, trousers, track pants, windcheater, jacket and yellow polo shirt
- Closed toe shoes such as: school shoes or dark coloured runners/sneakers are expected

- Socks, headbands, scrunchies and ribbons are to be white, yellow or bottle green.
Leggings/tights are to be bottle green.
- Religious headwear must be in bottle green, yellow or plain white.
- A watch, and one pair of plain stud earrings or sleepers worn in the ears, is the only acceptable jewellery.
- Extreme hair colors (e.g. green, pink or purple rinses) and/or extreme hairstyles (e.g. spikes, shaved shapes or Mohawks) are not permitted.
- Nail polish and cosmetics are not to be worn at school.
- **Bottle green, broad-brimmed hats**, consistent with our SunSmart policy, must be worn outside in Terms 1 and 4. Legionnaire hats and bucket hats are not permitted. Hats are not to be worn inside.

**Our full School Uniform policy is available on the school website

www.hallam-ps.vic.edu.au

School uniform provider

PSW HAMPTON PARK

UNIT 2, 10-12 STH LINK, DANDENONG SOUTH

VIC 3175 Tel: 8768 7490

Uniform without the school logo is available at K-MART, TARGET, BIG W, and BEST & LESS

ATTENDANCE:

Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally.

Children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes, and higher incomes across their lives. It is important that children develop habits of regular attendance at an early age.

*Regular, on-time attendance is vital for all students.

*When students are not at school on time, they can miss out on important instructions given by the teacher first thing in the morning, or they may be too late to hand in monies/notices etc. Late arrivals can also cause embarrassment and increase anxiety.

*Please allow extra time for travel to school in the mornings to avoid a disruptive late arrival.

*When absent from school, a parent/carer is required by the DET to provide an explanation for the absence, to the school.

*Birthdays, shopping, meeting family/friends at the airport are unauthorised absences from school.

* Staff will closely monitor school attendance and will keep Student Wellbeing personnel informed.



Parents are required to ensure their child attends school and to provide an explanation for their child's absence from school, and the principal must record in writing the reason (if any) given by the parent. The principal must be able to determine from the records if the excuse given was reasonable in terms of the parent meeting their legal obligations. Parents should inform the school of the reason for their child's absence so that the school can:

- determine if the child's absence needs to be excused by the principal
- determine the appropriate follow up to ensure the child's education and wellbeing is supported
- record if the parent has a reasonable excuse for not meeting their obligation to ensure their child attends school each day.

Where possible, parents should inform the school in advance of upcoming absences.

Please refer to the DET website for further information. www.education.vic.gov.au

If you have any Student Wellbeing concerns, please contact Shirley Fletcher, Assistant Principal/Wellbeing. 9703 1536



HEALTHY FOODS AT SCHOOL:

Starting the school day with sugary snacks or salty potato chips is not in the best interest of any learner, and we all want the best for our children. A solid breakfast of a quality cereal, toast, yoghurt, milk, juice and/or fruit is a great way to begin learning. Hallam PS is a healthy eating school, and we encourage our families to ensure their children have breakfast every day, and bring healthy foods for snack and lunch. No

lollies please. Lunch needs to be a substantial sandwich or wrap with fruit/vegetable sticks/cheese/yoghurt and a bottle of water. Please keep bags of chips/sweet slices/cakes/biscuits etc. for special times or as an extra with a sandwich. We have a strict 'no-sharing food' policy at HPS, as some of our students have severe allergies to food colourings, preservatives, additives, nuts and sugar.

**Lollies found at school will be confiscated and returned to the student/parent at the end of the school day.

Try these tips:

- Think about what your child likes to eat at home and try to translate that into a lunch box option.
- Try cutting up some carrot sticks or putting in a handful of cherry tomatoes, celery, cucumber, lettuce, avocado etc.
- Consider apples (sturdy and hard to squash), and also think about cutting softer fruit up and putting it into a smaller container for protection. Berries and kiwi fruit survive very well this way.
- Dairy can be hard to include, particularly in hot weather. If you can't safely get a yoghurt into the lunch box, make sure you offer dairy when they come home from school.
- Last night's leftovers in a container with a small spoon can make a welcome change.
- Try putting together a small picnic in their lunch box - slices of tomato, ham, grated carrot, grated cheese and some bread and butter - so they can build their own sandwich.
- Homemade pikelets, mini quiches, veggie slices are a great snack - easy to make ahead of time, they're filling and don't require any extra toppings.



Please note that students are permitted a 'fruit snack' break at 10am and 12.30pm each day.

DENTAL HEALTH:

It is vital that students brush their teeth every day before school. For healthy teeth, food and drinks should be free of added sugar whenever possible.

Tooth decay is a diet related disease. Sugars in the food and drinks you consume mix with the bacteria in the plaque on your teeth and produce acids. These acids attack the outer layers of the tooth (tooth enamel).

Consuming sweet food and drink between meals is a major cause of tooth decay; this is because there is no between-meal period for teeth to undergo recovery. The more often sweet foods and drinks are consumed, the higher the risk of tooth decay.



What you can do to help maintain healthy teeth:

- Limit sweet drinks, including fruit juices (even if diluted, fruit juice contains natural sugars, which can lead to tooth decay).
- Choose fresh fruit over dried fruit, as dried fruit will leave a sticky residue on your teeth and can contribute to tooth decay.
- Drink fluoridated tap water and plain milk instead of soft drinks, juice or cordial.
- Brushing your teeth and cleaning between your teeth is important because it removes plaque. If the plaque is not removed, it builds up and can cause tooth decay and gum disease. You should brush your teeth at least twice a day.



Listening To Your Child Read

Many skills and processes are required to be a successful reader. You play an important role in the development of your child's reading ability. **To assist your child, it is recommended that you listen to them read at least 4 or 5 times a week.**

When listening to your child read, please focus on each of these aspects of reading.

Decoding: Using the knowledge of letter-sound relationships to accurately read and pronounce words.

Vocabulary: Understanding what words mean in the context of the text.

Fluency: Reading the words in a text in a continuous, flowing sequence. Fluent readers demonstrate a smooth reading style, natural phrasing with pauses and voice expression. Punctuation is used to assist fluency (for example, we pause and take a breath at a full stop).

Comprehension: Understanding and making meaning from what is read.



Focus on Reading Comprehension

When reading with your child, it is important to discuss the text and ask them questions to improve and monitor their comprehension. The ability to read and comprehend text is extended through talking.

Use **some** of these questions and discussion prompts to extend your child's comprehension of texts.

	Fiction Texts <i>Texts created from imagination. E.g. stories, poems, plays, novels</i>	Non-Fiction Texts <i>Texts based on real information or facts. E.g. newspapers, information books, biographies</i>
Before Reading <i>Use the front cover (title and pictures), blurb and your child's prior knowledge to help them 'tune-in' to reading the book.</i>	<ul style="list-style-type: none">• What do you think this story is going to be about? (make a prediction)• What characters might we see?• What questions do you have about this book before you start reading?	<ul style="list-style-type: none">• What do you already know about the topic of this text?• What do you hope to learn about the topic of this text?• Why did you choose to read this?
While Reading <i>Encourage your child to discuss the text as they read.</i>	<ul style="list-style-type: none">• Are the predictions you made correct? Why/Why not?• Have any of your questions been answered yet?	<ul style="list-style-type: none">• Are there any words on this page you do not know the meaning of?• How could we find the meaning of unknown words?

<p><i>Discussing the pictures is also encouraged.</i></p>	<ul style="list-style-type: none"> • Are there any words on this page you do not know the meaning of? • How is this character feeling? 	<ul style="list-style-type: none"> • Other than with words, how does the author give us information? (Pictures, diagrams, tables, etc.)
<p>After Reading <i>Discussing the text after reading will deepen your child's understanding and enjoyment of what they have read.</i> <i>Help them make connections between what they have read and things that they have experienced in their own life.</i></p>	<ul style="list-style-type: none"> • Summarise the story. • Was there a problem in the story? How was it solved? • Does this story remind you of anything? • What did the characters learn? • Did you enjoy the story? Why/Why not? • Why did the character _____? • Can you think of another ending? 	<ul style="list-style-type: none"> • Was _____ a good title for this book? • What did you learn from this book? • When might you use the information you have learnt? • Discuss the structural elements of a non-fiction text (contents, glossary, diagrams, captions, tables, etc.). • Why do you think the author wrote this book?

Enjoy reading with your child and encourage their enjoyment of books!

How can I help my child with Maths?

- ☑ Encourage and assist them to practice automatic recall of multiplication facts by –
 - ✓ Making flash cards with tables and playing games like snap
 - ✓ Stick tables charts around the house
- ☑ Assist them to practice Math in real life situations, for example –
 - ✓ Telling the time on analogue and digital clocks
 - ✓ Reading and interpreting timetables (e.g. bus and train timetables, TV program)
 - ✓ Making money amounts and calculating change
 - ✓ Measuring – length, distance, capacity
 - ✓ Reading and interpreting maps and giving and following directions
- ☑ Encourage use of interactive Maths programs such as Mathletics (www.mathletics.com)

HOME LEARNING

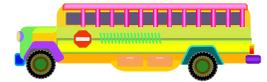
Home Learning activities are designed to:

- Engage individual learners in the further exploration of current curriculum investigations
- Foster positive after-school learning experiences which enhance their attitude to education
- Promote confidence, self-esteem and pride in achievements
- Involve other family members in sharing the learning experiences



Home Learning for 2021		
Spelling (DiPL)	3 nights per week	Sent home Monday Returned on Friday
Mental Maths Book activities	1 strip of questions per day – Monday to Friday	Sent home Monday Returned on Friday
Reading	At least 5 nights per week. Parent/guardian should sign planner.	Planners are to come to school each day for communication and checking by class teacher weekly
Number facts	Regular practice	

WHAT'S ON THIS YEAR?



We are very fortunate at Hallam PS to be able to participate in a variety of activities, which enhance our curriculum and benefit all the students in our care.

Some of these special events are of a sporting nature, whilst others may introduce our young people to philanthropic organisations and encourage them to think of other children less fortunate. Some activities are organised to challenge our students to think more laterally, cooperatively and to work as part of a team.

These are some of the events that are planned for the 3/4 Module this year (SO FAR!)

- | | |
|---|---|
| <input checked="" type="checkbox"/> Gleneagles Cup | <input checked="" type="checkbox"/> Swimming Program |
| <input checked="" type="checkbox"/> Life Education Van Visit | <input checked="" type="checkbox"/> Kitchen Garden |
| <input checked="" type="checkbox"/> Victorian Premier's Reading Challenge | <input checked="" type="checkbox"/> Sporting Clinics |
| <input checked="" type="checkbox"/> Harmony Day | <input checked="" type="checkbox"/> Disco – day and night |
| <input checked="" type="checkbox"/> Excursions & Incursions | <input checked="" type="checkbox"/> Camp @ Mill Valley Ranch |
| <input checked="" type="checkbox"/> Free Dress Days | <input checked="" type="checkbox"/> Australian Ballet Incursion |

We would like to think that ALL of our students can participate in all special events. The activities, events and excursions are an important and integral part of our curriculum and teachers do spend an enormous amount of time and effort organising them. Please consider carefully when notices arrive home and support our program by encouraging your child's attendance.

As buses and numbers of students must be confirmed, all notices will have a clearly marked DUE DATE. Unfortunately, payments sent after the due date CANNOT be accepted and money will be returned home, resulting in the child being unable to participate in the activity. This is understandably very disappointing for the child involved and may mean they have 'missed out' on an important activity designed to further enhance classroom learning.

A Hallam PS envelope will accompany notices home and monies are to be returned in this, with your child's details clearly filled out. Money must be given to the class teacher so it can be sent to the office in the class cashbook before 9:30am. Money is processed through the office every day; however, payments will not be taken at the Administration Office.



STUDENT/PARENT/TEACHER CONFERENCES:

Hallam Primary School is working to develop your child as a self-motivated, self-regulating learner. In 2020, students' academic achievement, learning goals and learning growth will be discussed at Student/Parent/Teacher Conferences. Two formal meetings will be scheduled this year in March (Week starting Monday 22nd) and September.

Understanding your child's current level of academic achievement, their goals for improvement and their learning progress, including essential home learning routines and expectations that support your child's learning, will be discussed during these meetings. You will receive a notice from your child's teacher inviting you to select a time when **you and your child** can come to school (afternoon or evening) to meet with the class teacher.

YEAR 3/4 UNITS OF INVESTIGATION

Term 1: Identity – ‘The Game of Life’

Rationale

By understanding who I am, and how I have changed, I am better able to navigate challenging situations



Essential Questions

1. What are some strategies to manage challenging situations?
2. How do I ask questions about different cultural and personal identities?
3. How do I know which health messages in the media to trust?

Term 2: Change – ‘Into the Unknown’

Rationale

Learning about how people voyaged into the unknown during the ‘Age of Exploration’ can help us to prepare for and explore the future with enthusiasm and wonder.

Essential Questions

1. What is the significance of commemorations and symbols in Australia and around the world?
2. Who helped shape the global world that we live in?
3. What has changed and what has stayed the same in our community?
4. How can we sequence important events from history?

Term 3: Discovery – ‘Forces and Functions

Rationale

Practical and engaging explorations of physics, engineering and coding will motivate students to pursue these skills as they get older.

Essential Questions

1. What are 'contact forces' and what are 'action-at-a-distance' forces?
2. How do you design and conduct an experiment?
3. How do you make computer programs using Scratch?

Term 4: Connections – ‘Our Island Home’

Rationale

We can use knowledge of how places, people and environments are connected to navigate our world

Essential Questions

1. What is it like to live in different places on Earth?
2. How do we use information technology and maps to learn about the world?

KITCHEN GARDEN PROGRAM – Semester 1

Stephanie Alexander, well-known chef and food writer, wants young children to learn how to grow and eat good food every day of their lives. Hallam PS began working in partnership with the Stephanie Alexander Kitchen Garden Foundation several years ago, and now we have our own kitchen to provide this exciting experience for your child.



Each fortnight the Year 3/4 classes participate in a one-hour garden session on Tuesdays. This is held in our garden at school. The students work with our garden specialist, Deanne Ashton-Smith, digging, weeding, planting, propagating, harvesting etc.... with assistance from our willing helpers (parent/grandparent volunteers). Students also participate in Kitchen sessions fortnightly. These are held in our kitchen space. Our kitchen specialist, Kathy Van Eck, organises this program in liaison with our teachers, and a meal is shared.

School Coordinator: Louisa Carey

FROM: www.kitchengardenfoundation.org.au

A Kitchen Garden is created to provide edible, aromatic and beautiful resources for a kitchen. The creation and care of a Kitchen Garden teaches children about the natural world, about its beauty and how to care for it, how best to use the resources we have, and an appreciation for **growing, harvesting, preparing** and **sharing** fresh, seasonal produce.

Languages Other Than English (LOTE): Auslan

This year, all Hallam PS students will continue learning how to communicate using Australian Sign Language (Auslan). Auslan relies on a combination of hand shapes, movements and facial expressions to deliver messages. Around 20 000 Australians use Auslan to communicate every day. Many commonly used words have their own unique sign. When there isn't an agreed sign for a particular word, fingerspelling is used. Please ask your child's class teacher if you would like a printed copy of the fingerspelling alphabet.



Health and Physical Education



The Health and Physical Education Program consists of a 60-minute specialist session each week, and regular fitness sessions taken by the classroom teachers. The Physical Education lessons aim to develop students' skills and knowledge across areas of movement/co-operative team games, invasion fun games, Tennis, Handball, Netball, Athletics, Basketball, Hockey, T-Ball, Soccer, Volleystars, Cricket, physical fitness and sport education. Students participate in a variety of activities, drills and games, and full participation is an expectation. The students are also encouraged to develop qualities of good sportsmanship such as fair play and teamwork.

School hats are compulsory during Terms 1 and 4, and it is recommended that students wear appropriate footwear. Students are also expected to bring a drink bottle (water only) to all Physical Education sessions.

In addition to lessons, students will be given opportunities to participate in a variety of sports clinics, 3/4 Team Games, a swimming program (Big Fish Little Fish) and whole school sports events such as the Fun Run, Hallam Cross Country Carnival and Hallam Sports Day. All 3/4 students will have the opportunity to participate in the Gleneagles Cup. Any Year 3/4 students born in 2011 can try out for the District Swimming, Cross Country and Athletics Carnivals to represent Hallam PS at the district level. Dates and information for these programs will be distributed at relevant times throughout the year.

Mill Valley Ranch Camp – Term 4

In Term 4, 3/4 students will have the opportunity to participate in an adventure camp from Wednesday 27th October to Friday 29th October. The camp is a 3 day/2 night experience at Mill Valley Ranch in Tynong North. More information about the camp will be distributed in Term 3.

Mr Simon Way - Physical Education Teacher/Sport Coordinator



The Arts



Students in Years 3-4 participate in a one-hour Arts session each week with Amanda Conder in the Arts Space. 'The Arts' includes Dance, Drama, Media Arts, Music, Visual Arts and Visual Communication Design.

During Arts sessions, the students have the opportunity to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make, respond, and learn to appreciate the specific ways this occurs in different disciplines.

Music Education is fundamental to the learning of every individual, as music is a language that integrates in all cultures and societies. The aim is to stimulate, develop and maintain an interest in and a love of music. Music develops student's imaginations, builds self-confidence, self-awareness and strengthens interpersonal skills.

All students will have access to a wide range of experiences, from traditional instrumental playing to performance and composition. Students read basic notation while playing on pitched and non-pitched instruments in a variety of styles. Students learn skills in listening, playing to a beat, working in large groups and following a conductor.

The music program focuses on a variety of learning methods including Orff, Black Belt Recorder and Ukulele Programs (Year 3-6). Music sessions include a high level of engagement, motivation, creativity, learning and most of all FUN.

Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. Props, puppets, music, percussion instruments and costumes are used to enhance performances. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view.

Students create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Recorders: Students in Years 3-6 participate in the IJAM Black Belt Recorder Program. Students require their own recorders and 'yellow' student books for this program.

Lunchtime Programs: Throughout the year students can participate in a variety of lunchtime drama and music sessions.

Australian Ballet STEAM Dance Program: During Term 1 the Years 3/4 students will participate in 5 free one-hour dance sessions per week. This program concludes with a performance day where the students will perform their dances. The Australian Ballet will also be performing an indigenous dance 'Wilaygu Ngayinybula' (Possum's two minds).

Mrs Amanda Conder - Arts Specialist



Science and Technology



Students from Prep to Year 6 take part in a one-hour Science/Technology lesson each week. This program creates links between Science, Technology, Engineering and Mathematics, expanding our students' scientific and technological understanding.

The Science/Technology lesson format incorporates the school instructional design process:

- s A revision of previous lessons
- s An introduction, which includes a discussion about the Learning Intentions and expected Success Criteria
- s The lesson content, which includes instructions and demonstrations
- s Students designing, observing, experimenting and completing activities
- s Students reflecting, discussing and evaluating their work
- s Presenting their findings using a digital format. This may include stop motion animation, green screen movies, PowerPoint presentations

The four conceptual Science strands of Biological, Earth and Space, Chemical and Physical sciences will be covered throughout the year. Students will be given the opportunity to explore plants, animals, geology, properties of materials and forces. Students will look at 'Science as a Human Endeavour' and developing 'Science Inquiry Skills.' The three key areas of the *Digital Technologies* curriculum will enable students to present information they have learnt during their Science activities.

Data and Information: Focusing on the properties of data, how it is collected and represented, and how it is interpreted, in context, to produce information. Students' techniques for collecting, managing and organising data that is used to solve problems, create, and communicate ideas and information.

Creating Digital Solutions: Exploring the interrelated processes and associated skills by which students create digital solutions. Students engage in the four processes of analysing, designing, developing and evaluating. Creating digital solutions requires skills in using digital systems and computational, design and systems thinking, and interacting safely by using appropriate technical and social protocols. Students will also learn more about

Digital Systems: Focusing on the hardware, software and network components of digital systems. Students initially learn about a range of hardware and software, and progress to an understanding of how data can be transmitted between components within a system, and how the hardware and software interact to form networks. Digital resources include: 3D Printers, VR Headsets, iPads, Google Apps for Education, LEGO Mindstorms kits, Bee Bots, Dash and Dot robots and our NAO Robots.

Through participation in regular Science/Technology lessons, we want our students to:

- s Be interested in and understand the world around them
- s Be able to identify questions, investigate and draw evidence-based conclusions
- s Make informed decisions about the environment and their own health and wellbeing
- s Develop their ability to think scientifically, mathematically and to understand technology
- s Create, manage and evaluate sustainable and innovative digital solutions
- s Present information in entertaining, creative and innovative ways

Students will also be given the opportunity to learn and practice their coding and programming skills during classroom sessions and lunchtime programs

Mrs Dianne Burns - Science and Technology Teacher