



CASTLE COVE PUBLIC SCHOOL

Year 3

2019

Welcome to another busy and productive year at Castle Cove. Year 3 is the first year of the Stage 2 curriculum. I am really looking forward to working with you and your children this year. They are a beautiful class of children who have settled well and are cooperating kindly and responsibly with each other. I will be providing a variety of learning experiences in a supportive environment that fosters mutual respect and co-operation. I am aware of the individual needs of every student and value individual differences and needs. I enjoy devising learning activities and programs that support, challenge and develop individual needs of the students.

I look forward to an exciting and year with your children.

Sarah Smith

Monday	Tuesday	Wednesday	Thursday	Friday
Science Earth Kids (Lunchtime) Weekly Assembly 2:40 Training Band After School	Concert Band Lunchtime Junior Dance Group Lunchtime	Chess Before school Scripture/Ethics 12:35 Training Band Lunch	Concert Band Before School SISA Sport Library	PSSA Training 8:00am 9 (T2 & 3) PSSA and Friday Sport 11:50

English:

Students will be provided with opportunities to respond to and compose texts through a range of reading and viewing, speaking and listening and writing and representing activities. They will learn to use language effectively, appreciate, and reflect on their learning. Activities in English will engage students in learning that is imaginative, creative, interpretive, critical and powerful.

Throughout the year, students will respond to a wide range of texts. They will read and view examples of spoken texts, print texts, visual texts, media texts, multimedia and digital texts.

➤ **Speaking and Listening**

Students will engage in class discussions related to a variety of topics studied across the key learning areas. Opportunities will be provided for students to work independently, in pairs and cooperatively in groups. Students will be expected to present informal and formal presentations, including speeches. In 3S we have a class novel that I read to students. This is listening for pleasure. Our novel this term will be *The Royal Rabbits of London* by Santa Montefiore. *From time to time, elements of this text will be used as part of our literacy learning.*

➤ **Reading and Viewing**

Students will read and view of a variety of quality texts including, novels, School Magazines and Behind the News (BTN) documentaries. They will develop an appreciation and enjoyment of literature and learn about grammar, punctuation, vocabulary and techniques authors use to engage their audience. They will also look at a variety of short film clips and animations and extracts from films. These will be carefully selected by myself for the purpose of the learning and will always be of PG or lower classification.

The class will be reading texts that are related to their learning across all key learning areas as well as literary and factual texts from many sources. During reading sessions the children will be reading for information, focusing on grammar, development of comprehension and identifying how different texts are structured. To emphasise reading for enjoyment the students will be given the opportunity to read texts of their choice independently. If there is a book your child has brought from home or borrowed from the school library, they can keep it in their tray to read during these times. Students are assessed on their reading throughout the term and adjustments made to their home reading level as necessary.

The students will also do reading activities on the online Reading Express program.

From Term 2, students will also complete a novel study unit. More details to follow.

➤ **Writing and Representing**

Students will write a range of imaginative, persuasive and informative texts. During writing activities, they will be encouraged to identify spelling errors, edit and proofread their work and enhance their writing by setting personal goals for improvement.

Modelled writing, word banks and targets will be displayed around the room to assist students with independently locating words they don't know how to spell. Writing will occur individually, in pairs, in small groups and as a whole class and will be related to the themes and topics covered in class. Students will be encouraged to proofread and carefully revise all of their writing independently using checklists to assist them in meeting writing expectations.

Writing conferences occur frequently. This is vital in assisting children to proofread, edit and publish their work. This is conducted one on one with me.

➤ **Handwriting**

Year 3 students will be using the textbook 'Writing Time'. Students who display cursive handwriting with consistent joins, size, slope, space and legibility will receive a pen licence.

➤ **Grammar, Punctuation and Vocabulary**

These will be taught explicitly in context and related to reading and viewing, speaking and listening and writing and representing activities using the VCOP method. Students will be encouraged to experiment with a range of more complex vocabulary, punctuation and grammar to enhance their writing. They will begin to learn about the different types of language needed to achieve the purpose of different types of texts, giving them the tools they require to structure their writing.

➤ **Spelling**

Spelling is an important part of the writing process and will be taught explicitly. Students will be using the spelling text book 'Sound Waves'. They will become familiar with various ways of representing sounds, blends and letter clusters in writing. A spelling strategy (eg, spelling rule) will be a focus in class on a weekly basis. This will give your children the necessary skills to tackle words that they are not sure how to spell. Each week students will complete activities related to spelling in order to develop an increasing bank of known and unknown spelling words. All students have access to Spelling City where their weekly wordlists are posted each week for activities at home and school.

Mathematics:

Students will engage in teaching and learning activities that encourage them to be confident users of mathematics.

Working Mathematically -Students develop understanding and fluency through inquiry, exploring and connecting mathematical concepts, choosing and applying problem solving skills and mathematical techniques, communicating and reasoning. Working mathematical skills will be developed across all strands and sub-strands of mathematics.

These include:

Number & Algebra	Measurement & Geometry	Statistics & Probability
Whole Number Addition & Subtraction Multiplication & Division Fractions & Decimals Patterns & Algebra	Length Area Volume & Capacity Mass Time Three-Dimensional Space Two-Dimensional Space Angles Position	Data Chance

Numerous mathematical concepts will be covered in Stage 2. All concepts will be explicitly taught through practical activities using a range of mathematical equipment. A strong emphasis will be placed on quick number recall and linking mathematical concepts to real life examples.

Assessments will be carried out to monitor progress. Regular revision at home on tables and mental strategies is helpful. The *Mathletics* computer programme will complement the classroom activities.

Throughout the year in Mathematics, the programme will be differentiated to accommodate the specific needs of individual students. Enable or extension/enrichment will be given to students as required.

The Yellow Badge Book for essential skills in Mathematics is used in Year 3. These are basic skills that should be mastered to a degree of fluency. In the weekly email, I will inform you of a particular focus we are working on and I will assess the students in class. If they achieve then they will get a badge. Students will have multiple opportunities throughout the year to be reassessed for different badges.

History & Geography

Students will study this year the following:-

Geography in Terms 1 and 2 – Places are similar and Different Students examine natural and human features of Australia and the diverse characteristics of Australia's neighbouring countries. They explore the different climates, settlement patterns and demographic characteristics of places and use this information to imagine what it would be like to live in different places. Students consider how people's perceptions of places are the basis for actions to protect places and environments.

History in Terms 3 and 4 – Community and Remembrance This topic provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community. They examine local, state and national symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.

Science and Technology:

Science will be taught by Anjali Rao for 80 minutes each week.

Science and Technology will be taught through a variety of fun and challenging experiments. Four main topics will be covered during the year. These include:

- Term 1: Matter
- Term 2: Biodiversity
- Term 3: Day and Night
- Term 4: Plants

Personal Development, Health and Physical Education:

- Term 1: Safe Living, Bounce Back, Year 3 class sport, SISA
- Term 2: Drug Education, Bounce Back, School Sport/PSSA
- Term 3: Child Protection, Life Education, Bounce Back, School Sport/ PSSA
- Term 4: Healthy Lifestyle, Surf Education, School Sport

➤ **SISA**

The students will participate in athletics and gymnastic programs taught by SISA. These programs will begin in Term 1. Students can wear their normal school uniform and school shoes on this day or they can bring trainers to change into for the session. Girls may wear bike shorts (or similar) underneath if wearing a dress.

Sport Skills

All students in Years 3 to 6 will be participating in a chosen sport activity each Friday.

➤ **Bounce Back**

The class based pastoral care program called *Bounce Back* encourages self-reflection, resilience and social skills. The students participate in a wide range of activities to develop these critical life skills

Creative and Practical Arts:

The creative arts provide opportunities for students to learn to work within and learn about the art forms of visual arts, music, drama and dance.

➤ **Visual Art**

Students will be participating in various art activities where they will to make and appreciate arts works. They will explore how artists work and appeal to the viewer. An art smock is required for all students. Experiences will at times be based on units of work they are focusing on in other key learning areas.

➤ **Music**

Throughout the year students will be provided with opportunities to perform, organise sound and listen by experiencing musical concepts. Students will have opportunities throughout the year to attend performances from MusicaViva. They will learn about the elements of music through singing and arranging musical compositions using technology.

• **Drama**

Drama will be integrated into various key learning areas throughout the year. Students will explore elements of drama based on their learning experiences related particularly to their work in English and HSIE. Year 3 students will also be involved in a whole grade production later in the year. This exciting opportunity will involve all students more details to come!

Information and Communication Technology

Today's students are both engaged with and have an affinity for technology. To educate and prepare our students for an increasingly technology-driven world teaching staff use technology to facilitate high quality teaching and learning to engage students.

To support teaching and learning all computers are networked. They have a fast, secure and filtered connection to the Internet to facilitate research and collaboration. All students have their own login and password to access the School's ICT network and the Student Portal.

Year 3 students have access to a shared bank of 20 iPads and a pod of mobile computers to use in the classroom. These are available to each class on many occasions throughout the week. In addition, there are desktop computers available in all classrooms, computer lab and library.

Students will develop their understanding of Digital Citizenship and how to be safe online. They will increase their proficiency in creation programs such as *Prezi* and *Glogster* and learn computer coding using the website code.org.

Library

Our Library lesson is on Thursday. Please make sure that your child has their Library bag on that day. Part of our English programme is the Premier's Reading Challenge. Students will log their books through their portal. This will be open early March.

Scripture/Ethics

Weekly scripture and ethics sessions occur on a Wednesday from 12:35 pm to 1:05 pm.

General Information

Weekly Class Emails - These emails are sent out on a Monday outlining the spelling sound and maths concept of the week. It may also include a suggestion for which badges to focus on for homework. It will also state any activities for the class in the coming week eg sushi day, excursions etc. School newsletter is emailed every Friday with information for the following week.

Homework

- Reading – 20-30 minutes every night.
- Maths – Specific Mathematics activities will be posted each week corresponding to the concept we are working on in class. Mastery badges again are a focal point of homework.
- Spelling – weekly activities are available online on www.spellingcity.com and

Reward System

Students are given Castle Cards for positive reinforcement and acknowledgement of best work. When they have 10 Castle Cards they bring them to school and receive a Merit Certificate. When 10 Merit Certificates are earned, students receive a Bronze Certificate at our K-6 Assembly. This system continues through to Silver and Gold Certificates. Students need to be encouraged to look after awards earned, so they can bring them to school to receive their next award.

Students are also given praise, encouragement, stickers, stamps, house points as positive reinforcement.

Notes, Money and Clothing

As **school rolls** are legal documents, please make sure a letter is sent each time your child is absent. If your child is late to school or needs to leave early, parents **MUST** call at the office where staff will assist you and print your leave slip. **School hours are 9:25am to 3:25pm.**

Excursion permission notes with money enclosed are posted at the office in the silver letterboxes on the wall below the counter. Students in Years 2-6 need to be encouraged to be responsible for putting their money/permission slips in the silver letterboxes before school.

When sending money to school, please place in an envelope, labelled with name, class, purpose and amount. If you are paying for a brother or sister, please include permission note and indicate their name and class.

Please make sure your child's clothing (especially hats and raincoats) is clearly labelled.

Birthdays:

If your child wishes to celebrate their birthday with the class, please bring in cupcakes, icy poles, Freddos to share as these are easier to distribute to the class than a cake. Please be mindful of our students with severe allergies to nuts and avoid foods that may contain them.

Teacher Meetings: On Monday mornings and Wednesday afternoons all teachers attend staff meetings or professional development. We would appreciate your cooperation in avoiding lengthy conversations during these times. If you would like to meet with your child's teacher please make an appointment with the class teacher for another time.

We value our contact with parents and believe that we are most successful when working in partnership with children's families. Therefore, I encourage you to contact me if you have any questions or concerns that you would like to raise.

My email is sarah.smith224@det.nsw.edu.au

Our class parents are Jodi Zimmer (Zara's Mum) and Sally Kremer (Sam's Mum)

How can you help your child at home?

Create a positive reading environment in the home.

Be a reader yourself and encourage your child to read for pleasure as well as for information.

Provide a variety of texts at the level your child can read with you.

Stories, comics, plays, cartoons, reference books, magazines and children's recipe books all help your child to read.

Be confident in your child's abilities and praise them for their achievements.

Be patient. Every child learns at a different rate. Encourage your child to always do their best work.

Help your child develop good reading habits.

If they go through stages of reading literature of limited merit, do not panic. It is natural that reading progress goes through stages and forcing pace will not necessarily enhance progress.

Engage your child in conversation.

Ask them to talk about what they have been learning at school. Ask them to explain what they have learnt and how they can use the ideas.

Watch TV News or listen to radio news if possible.

Watch some documentaries which are suitable for Stage 2 and ask questions such as:

- Why do you think so?
- What would happen if...?
- What reasons do you have?
- Why do you think he/she acted like that?

Provide opportunities for your child to investigate mathematical ideas.

Some examples include estimating; probability; 2D and 3D shapes

Show your child the mathematics is all around us, such as money, maps, patterns and time.

Show them the mathematics that people use everyday- for example in an Australian Rules football game you need to count in sixes for goals and ones for behinds, in the kitchen you measure ingredients or use a timer.