



## YEAR 3 Parent Information Guide 2024

Welcome to Castle Cove for what we know will be an exciting year of learning. We especially welcome all Year 3 families and students who are new to our school, and hope that that you and your children have settled in well.

### Contact Information

#### Year 3 Teachers

Wendy Lees 3L [wendy.lees7@det.nsw.edu.au](mailto:wendy.lees7@det.nsw.edu.au)

Tina Chisholm 3C (Monday-Thursday): [tina.simat1@det.nsw.edu.au](mailto:tina.simat1@det.nsw.edu.au)

Emma McLeod 3C (Friday): [emma.mcleod9@det.nsw.edu.au](mailto:emma.mcleod9@det.nsw.edu.au)

#### Year 3 and 4 (Stage 2) Team Leader

Nada Mlinaric- Assistant Principal, Curriculum and Instruction K-6: [nada.carapina@det.nsw.edu.au](mailto:nada.carapina@det.nsw.edu.au)

### Stages of Learning:

The 4 stages of learning in primary school are:

- EARLY STAGE 1- Kindergarten
- STAGE 1- Years 1 and 2
- STAGE 2- Years 3 and 4
- STAGE 3- Years 5 and 6

Learning areas include:

- English
- Mathematics
- Science and Technology
- Human Society and its Environment (HSIE) (History and Geography)
- Creative Arts
- Personal Development, Health and Physical Education (PDHPE)

## General Organisation

### Newsletters and Weekly Emails

Please read the school newsletter and weekly grade emails for all school information. Year 3 teachers will send out a weekly email each Monday afternoon. Occasionally P&C fundraising information will be sent out by P&C volunteers. However, information about school matters should only be communicated by the class teacher, the executive team or the school office.

### Communication

If you have any concerns or wish to make an appointment for a meeting, please email class teachers directly. Any urgent matters can also be communicated to the office. Please note that our whole school staff meetings are scheduled on Monday mornings and Wednesday afternoons. Teachers are unavailable at these times.

### Seesaw

Throughout the year some of your child's work will be posted on Seesaw for families to view at home.

### Pick Up / Drop off Routines and Late Arrival / Early Departures

Year 3 students are to leave their bags at the bottom of their classroom stairs when arriving at school in the morning. If it is wet or raining, students are to leave their bags under the COLA.

1. **Late arrivals** - parents please bring your child/ren to the school office to sign them in.
2. **Early departures** - parents please come to the office where staff will sign your child/ren out.

### Notification of Absences

If for any reason, your child is unable to attend school, please do one of the following:

- email the office (Cc the teacher)
- phone the office
- lodge an absence on the parent portal

### Fruit/Vegetable Break

Each morning, students will have a **small** fresh fruit or vegetable snack while they are learning. They will also be encouraged to use the bathroom at this time. Please do not pack fruit lollies or dried fruit to eat during this time.

### Birthdays

If your child wishes to bring in a mini treat to share with the class, we recommend small, individually wrapped item such as ice blocks (the school's preference), small packets of popcorn, mini cupcakes or biscuits. Please be mindful of students with allergies. We are a nut aware school.

### Library

Library will be taught by Ms Jacobs. Year 3 have their library day each Thursday. Please make sure that your child has their library bag on the day their class will be visiting the library for their lesson and to borrow books.

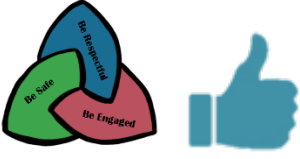



### Scripture and Ethics

Scripture (combined Protestant, Catholic, Jewish, Baha'i) and Ethics lessons take place each Wednesday. Students who are not attending a Scripture or Ethics group go to non-Scripture, where they will be supervised by a teacher.

### Timetable and Routines for Year 3

Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:40am</b> <i>Staff Meeting</i>				
	<b>9:25 – 10:45</b> 3C Science	<b>10:45 – 11.25</b> 3L Science	<b>9.25 - 11.25</b> SISA (even weeks)	
		<b>11.50 – 12.30</b> 3L Science  <b>12.30 - 1:10</b> 3-6 Scripture/Ethics	<b>11.50 – 12.30</b> 3C STEM 3L Library  <b>12.30 - 1:10</b> 3C Library 3L STEM	<b>11.50 - 1:10</b> Sport
<b>2:40 – 3:25</b> Whole school assembly ( <i>Odd Weeks</i> )				
		<b>3.30pm</b> <i>Professional Development Meeting</i>		

## School Reward System

Level 1 Class based and individualised reward systems	
	<p>Students are supported to exhibit positive behaviour aligned with the School Expectations and can receive rewards such as praise, house points, table points, class dojo points non-verbal actions (thumbs up), class money, marble jars, choice boards and class games.</p>
Level 2 Castle Cards	
	<p>Acquisition of Level 1 rewards may be used to redeem a Castle Card. Castle Cards are also awarded for effort and positive behaviour in the classroom and playground.</p>
Level 3 Merit Certificates and A-Day Awards	
	<p>Students trade 10 Castle Cards with their teacher for one Merit Certificate. Merit Certificates are also awarded at fortnightly assemblies for effort and positive behaviour in the classroom.</p> <p>A-Day awards are given at the end of each semester for two of the following themes:</p> <ul style="list-style-type: none"> <li>○ Citizenship</li> <li>○ Attitude and Approach to Learning</li> <li>○ Creativity</li> <li>○ Academic Achievement and Excellence</li> </ul>
Level 4 Bronze, Silver and Gold Awards	
	<p>Students trade 10 Merit Certificates or A-Day Awards at the office to receive a Bronze Award at a school assembly.</p> <p>When 10 more Merit or A-Day Awards are traded in, the student receives a Silver Award.</p> <p>When 10 more Merit or A-Day Awards are traded in, the student receives a Gold Award. The Gold Awards are awarded at the end of each term at the Gold Assembly. Students also receive a school patch and attend a morning tea with the principal and their families.</p>
Award Cycle Two	
	<p>Once a Gold Award has been awarded, the cycle starts again, and students are awarded with Bronze 2 Award, Silver 2 Award and Gold 2 Award. Each subsequent Gold Award is issued with a badge and students and families are invited to a celebratory morning tea with the principal.</p>

Castle Cove Public School have developed evidence-based homework tasks to provide strong support for student learning.

### **K-4 Homework**

Homework in K-4 focuses on skills mastery. Home reading and rote learning of basic facts assist students to master the basic skills required to successfully participate in literacy and numeracy-based tasks at school. The badge system, beginning in Year 1, allows students some choice in their learning as well as incentives and recognition for achievement. This approach encourages high student engagement and self-directed learning.

### **Year 3 Homework Requirements**

- Daily Home Reading (compulsory)
- Maths Mastery Badges (compulsory)
- Athletics (compulsory)
- Enrichment Projects (optional)

In addition to these homework tasks, teachers may assign occasional additional tasks to support learning programs.

### **Reading- Decodable Readers, Class Library and School Library**

A regular routine with daily reading where possible is proven to greatly benefit children's reading progress. In Kindergarten and Year One, students are encouraged to read aloud to an adult for at least 10 minutes daily. In Years 2-6, as they become more independent, students should read silently or aloud for a minimum of 20 minutes per each day.

Students will borrow and return 2-3 readers for the week every week. In addition, students should also borrow different types of books from the school library.

### **Decodable Readers**

Decodable texts are texts specifically written for beginning readers as they are developing their blending and segmenting skills and their knowledge of the alphabetic code. Decodable texts contain a very large percentage of words that incorporate the letter-sound relationships that students are being explicitly taught in class. They increase with complexity as the student learns more of the phonetic code. In K-2, students read decodable texts at home, for home practice.

Some students in Years 3-6 may also take home some decodable readers, if an assessment has determined there are gaps in their phonic knowledge.

If your child brings home any decodable texts, please encourage them to read their decodable texts several times and work with them to complete any suggested activities that are recommended in the book.

### **Class library**

Each week, your child will choose a book of interest from the class library to take home. These books are not levelled. The purpose of sending them home is to offer the opportunity for students to read a text they can access, across a range of topics, to encourage wide reading. Exposure to a range of different texts, about

different topics, assists hugely in developing a child's background knowledge of the world. It also assists in developing a robust vocabulary, which helps with reading comprehension.

### **Premiers Reading Challenge (PRC)**

This is compulsory for all students. Students are expected to borrow PRC books from the library and record the books they have read online. Students need to have read 20 books by Term 3, 10 PRC approved books from the school library and 10 books of the student's choice.

### **Mathletics**

Tasks are assigned weekly and reinforce the content taught in class.

## **English**

English teaching and learning programs focus on developing students' skills in:

- Oral language and communication
- Vocabulary
- Reading fluency
- Reading comprehension
- Creating written texts
- Spelling
- Handwriting and digital transcription
- Understanding and responding to literature

## **Mathematics:**

A student develops understanding and fluency in mathematics through:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly

Mathematics 3 - 6 outcomes and their related content are organised in:

<b>Number and algebra</b>	<b>Measurement and space</b>	<b>Statistics and probability</b>
<ul style="list-style-type: none"><li>• representing whole numbers using place value</li><li>• additive relations</li><li>• multiplicative relations</li><li>• partitioned fractions</li></ul>	<ul style="list-style-type: none"><li>• geometric measure</li><li>• 2D spatial structure</li><li>• 3D spatial structure</li><li>• non-spatial measure</li></ul>	<ul style="list-style-type: none"><li>• data and chance</li></ul>

The working mathematically processes present in the Mathematics K–10 syllabus are:

- communicating
- understanding and fluency
- reasoning
- problem solving

## **Human Society and its Environment (HSIE)**

### **Geography- 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- 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.

## **Personal Development, Health and Physical Education (PDHPE)**

The Sports in Schools (SISA) team will be conducting fortnightly lessons to develop the students' fundamental movement skills and their ability to participate effectively in physical education. Please note that students are to wear full, regular school uniform (including black shoes) and not sports uniform on this day.

In Personal Development and Health, students will learn about safety, health, active lifestyles, growth, development and relationships.

Weekly sport lessons are held on Fridays. These focus on students' fundamental movement skills and sportsmanship. Students wear their sports uniform on Friday. Our school utilises the UR Strong program for resources and strategies that support social and emotional development. A parent portal is also available.

## **Science and Technology**

Science is taught by Anjali Rao. The science topics for Year 3 include:

Term 1- Biodiversity

Term 2- Spinning in Space

Term 3- Plants in Action

Term 4- What's the Matter

Students have access to iPads and laptops to use in the classroom. Students will develop their understanding of digital citizenship and how to be safe online. STEM and coding activities will form part of the technology focus.

### **Creative and Practical Arts (CAPA)**

Students will be provided with many opportunities to engage in visual arts, dance, drama and music activities throughout the year. They will create different forms of art and will respond to different artistic forms throughout the year.

### **NAPLAN**

In 2024 our NAPLAN assessments will run between the 13<sup>th</sup> and 25<sup>th</sup> of March. Practice sessions using devices will be run beforehand. Students will complete the NAPLAN reading and numeracy assessments online. The writing assessment will be completed on paper. Additional information about NAPLAN assessments can be found at <http://nap.edu.au/>

**Kind Regards,**

Tina Chisholm, Emma McLeod, Wendy Lees and Nada Mlinaric