

**YEAR 3
PARENT
INFORMATION
SESSION
2017**

WELCOME TO THE YEAR 3 INFORMATION SESSION

Tonight we are here to give you an insight into what is happening across year 3 in 2017.

PTS conferences will be held during week 5 on Monday the 27th of February and Wednesday the 1st of March.

Each interview will be 10 mins.

On conclusion of the information session there will be an opportunity for 5 minutes of questions.

SESSION OUTLINE

1. Introduction of 2017 Team Members (Jamie)
2. Introduction of 2017 Specialist Team
3. Literacy - Reading (Sue P)
4. Literacy - Writing
5. Numeracy (Mel)
6. Shared Inquiry (Mel)
7. Intervention, Extension and Fluid Groupings (Crystal)
8. Homework (Crystal)
9. NAPLAN (Jamie)
10. Year 3 Camp (Jamie)
12. Other Information for Parents (Crystal)
13. Questions

YEAR 3 TEAM 2017

- Jamie Peters
- Crystal Gunter
- Virginia Irvine
- Melanie Maycock
- Felicity Fyfe

SPECIALISTS



Helen Atkins
Japanese



Sarah Nobbs
Phys. Ed



Vicki Symons
Visual Arts



Dean Pearce
Performing Arts



Melissa Ziebowski
ICT

School Welfare Coordinators

Wendy Emin & Michael Gill



SPECIALIST SUBJECTS

ICT and Digital Technologies



LOTE – Japanese 日本語

We offer an exciting Japanese program which starts in

Prep and continues through to Year 6. Our aim is to develop both language and cultural awareness.

In **Prep to Year 2**, students enjoy learning the language through songs and games, and also start to learn to recognise Hiragana writing script.

In **Years 3 to 6**, students tackle reading and writing of Hiragana with the aim of becoming “Hiragana Black Belts” by the end of Year 6. Language games and activities are used to introduce and reinforce the students’ Japanese language acquisition.

Students have the opportunity to correspond with their peers in our sister school in Yokohama, Japan.

Our annual Japanese Day is a vibrant celebration of Japanese culture, involving the whole school.

Helen Atkins, Prep to Year 6

Anita Goldsworthy, Prep and Year 1



In addition to the digital technologies used regularly to enhance the learning opportunities within classrooms, all classes will participate in fortnightly sessions with the Digital Technologies specialist teacher, Melissa Ziebowski.

These sessions will focus on developing skills and encouraging all students to become confident and discerning users of digital technologies in their learning. As well, there will be a focus on developing computational thinking which involves creating digital solutions in response to solving a problem, including the use of programming languages (coding).

Melissa Ziebowski

SPECIALIST SUBJECTS

PERFORMING ARTS

All students will learn a musical instrument; Grade 1's - xylophone, Grade 2 & 3's - recorder and Grades 4,5 & 6 - ukulele.

They will explore and extend their dramatic play using scripts and musical knowledge and creation using recording and editing software,

All students will perform with their class at the end of the year in our Twilight Carols event.

Sue Peterson, Prep
Dean Pearce, Year 1 – Year6

PHYSICAL EDUCATION

In Physical Education, we run a 40min session each week. In these lessons, the Prep – Year 2's will focus on Fundamental Motor Skills, the Year 3/4's will learn about the different team sports that may be on offer around the local community and in Year 5/6, they will learn about the rules and tactics of each of these sports. They will also be exposed to some non mainstream sports including Ultimate Frisbee. As always, there will be extra curricula events for students in Years 3 – 6, including Hoop Time Basketball.

Sarah Nobbs, Prep – Year 6
Kristy Krywula, Prep, Year 2 & Year 6

VISUAL ARTS

All students attend the Visual Arts Room for a 60 minute lesson per week. During this session students use a range of art media and materials to plan, make, present and reflect on artworks. Planning is guided by the Victorian Curriculum. Art smocks are provided but students may bring in their own. Any Art incursions, special projects or competitions will be communicated through the school newsletter and eNews bulletin.

Emily Millman, Prep and Year 1
Vicki Symons, Year 2 – Year 6

READING

This year students will learn:

- That different text types have identifiable structures and language features
- Strategies that will assist students to build literal and inferred meaning and develop a deeper understanding of what they are reading. These strategies include - Predicting, Visualising, Think Aloud, Summarising and Questions and Questioning
- To read with fluency and expression - note punctuation, to adjust pace and volume and to 'voice' different characters

- To confidently use reading strategies such as monitoring, predicting, confirming, rereading, reading on and self-correcting.
- To discuss and compare opinions about characters, events and settings.
- Students will be immersed in different types of literature ranging from well known authors, aboriginal stories, folk tales and poems.
- Students will regularly participate in Individual Reading Conferences, Guided Reading Groups and Reciprocal Teaching with their classroom teacher.

CLASSROOM LIBRARIES

Classroom libraries are filled with reading materials designed to engage our students in fostering a love of reading for pleasure, enjoyment and learning.

Students work collaboratively to develop their classroom library.

Classroom libraries complement our Literacy Program and assists students to Develop criteria for establishing personal preferences for literature.



CHOOSING JUST RIGHT TEXTS

Students choose 'Just Right' Books from the Classroom Library, School Library or Local Library.

Students learn to choose these books based on interest, knowledge of an author or topic. Books are often recommended by other students.


B	Book Length <ul style="list-style-type: none">• Is this a good length for me?• Is it too little, just right or too much?• Do I feel like committing to this book?
O	Ornament Language <ul style="list-style-type: none">• Does it say things that I don't understand?• Does it sound natural?• Does it flow? Does it make sense?
O	Organization <ul style="list-style-type: none">• How is the book structured?• Am I comfortable with the print size and number of words on my page?
K	Knowledge Prior to the Book <ul style="list-style-type: none">• Read the title, skip the cover or read the blurb.• What do I already know about this topic, author or illustrator?
M	Memorable Text <ul style="list-style-type: none">• Begin reading the book.• Are the words in the book easy, just right or hard?
A	Appeal to Genre <ul style="list-style-type: none">• What is the genre?• Have I read this genre before?• Do I like or expect to like this genre?
T	Topic Appropriateness <ul style="list-style-type: none">• Am I comfortable with the topic of this book?• Do I feel like I am ready to read about this topic?
C	Connection <ul style="list-style-type: none">• Can I relate to this book?• Does this book remind me of anything or anyone?
H	High Interest <ul style="list-style-type: none">• Am I interested in the topic of this book?• Am I interested in the author or illustrator?• Do others recommend this book?

HOME READING & THE READING LOG

Students regularly meet with their teacher to engage in an individual conference.

Students individualised goals are recorded in their Reading Logs.


Please remember to record and sign your child's home reading.

Independent Reading Log 

Term	1	2	3	4	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week	1	2	3	4	5	6	7	8	9	10	
1.											
2.											
3.											
4.											
5.											
6.											
7.											

Reading Focus/Comprehension Strategies	Reflection by Teacher or Parent
<ul style="list-style-type: none">Language ExperiencesPrediction/Prior KnowledgeQuestions and QuestioningThink AloudText Structure and FeaturesVisualizingSummarization	<p>Great Reading! I like the way you are making predictions as you read through the texts.</p>

My Reading Goal / How I felt about my reading

	My Reading Goal is to stop at full stops and take a breath
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Signed off

LITERACY: WRITING

This year students will learn:

- To compose different text types including narratives, information reports, procedures, letters, persuasive texts, and poetry using distinguishable text structures and features
- To be able to identify and effectively use nouns, adjectives, verbs and adverbs
- Spelling - how to spell frequently used words accurately, investigate spelling rules, spelling patterns, word families compound words, prefixes, suffixes, and less common letter combinations, for example 'tion'
- To expand their vocabulary using a variety of resources such as dictionaries or a thesaurus

- How to punctuate their writing and accurately use capital letters, full stops, commas, speech marks, exclamation marks, question marks and apostrophes for contractions.
- To use paragraphs as a key organisational feature of a text.
- Strategies for planning, composing, revising and editing their writing.
- How to reflect on their learning and set personal writing goals.
- Write legibly and with growing fluency using upper case and joined lower case letters.
- Students will be provided with many opportunities to write and create their own personal Writer's Notebooks.

LITERACY: SPEAKING AND LISTENING

- How to speak in a variety of situations and to different audiences
- The importance of eye contact and voice modulation
- To organise their ideas to make themselves understood
- Develop strategies to improve oral presentations
- To listen to information and follow instructions accordingly
- How to ask questions to clarify their understanding

NUMERACY

Number & Algebra

PLACE VALUE

Justify and apply the use of place value to partition, rearrange and regroup numbers to at least 10,000 to assist calculations.

PATTERNS & ALGEBRA

Describe, continue, and create number patterns resulting from performing addition or subtraction.

ADDITION & SUBTRACTION

Model and represent a range of efficient mental and written strategies to solve addition and subtraction problems. Use fact families to recognise the connection between addition and subtraction.

NUMERACY

Number & Algebra

MULTIPLICATION & DIVISION

Model and represent a range of efficient mental and written strategies to solve multiplication facts to two digit by one digit of 2, 3, 5 and 10 and related division facts.

FRACTIONS

Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and $\frac{1}{5}$, and their multiples to a complete whole and make connections to real life situations.

MONEY & FINANCIAL MATHEMATICS

Represent money values in multiple ways and count the change required for simple transactions to the nearest 5c.

Numeracy

Measurement & Geometry

- Tell the time to a minute
- Describe and model the key features of 2D & 3D Shapes.
- Identify and compare angles
- Explore different units of length, mass, volume and capacity.
- Create and Interpret maps
- Investigate location, transformation and symmetry

Numeracy

Statistics & Probability

- Pose and respond to questions leading to data collections.
- Use a variety of graphs to organise and present data
- Use a variety of terms to describe everyday chance events
- Interpret data in context.
- Describe outcomes and familiar events using everyday language.

Numeracy

Working Mathematically

- Use mathematical language to describe and reflect on their learning.
- Investigate and explain solutions for open ended problems.
- Explain the relationship between numbers.
- Use calculators to check estimations and solutions to simple equations.

SHARED INQUIRY

Term One

Start Up Program

(Personal Learning, Interpersonal Development)

Topic - Team Work

Topic - Design & Technology

SHARED INQUIRY

Term Two

Topic - *The Humanities (History)*

Topic - *Earth and Space (Science)*

SHARED INQUIRY

Term Three

Topic - *The Humanities (Civics and Citizenship)*

Topic - *The Humanities (Geography)*

Term Four

Topic - *Living and Non Living (Biological Science)*

Topic - *Health*

INTERVENTION, EXTENSION & FLUID GROUPS

Teachers are taking a shared responsibility for the learning needs of all students in Year 3.

Year 3 Extension and Intervention will be provided by Crissy Samaras.

Aim is to provide further support to individual and small groups of students who require additional intervention or extension in their learning.

Students are identified for Intervention and Extension through ongoing assessment being undertaken by teachers.

Areas targeted for intervention and extension are driven by student learning data.

Fluid groupings are formed through pre-testing and post-testing.

Teachers meet regularly throughout the week to share data and assessment notes. Intervention, Extension and Fluid Groups are evaluated weekly, and change regularly.

Parents won't be notified if their child/ren are receiving intervention or extension. The responsibility will be on students to pass this information onto parents, as groups change regularly.

HOMework

Homework is compulsory for all Year 3 students, as outlined in the school's Homework Policy. It is expected that students will spend 30 minutes per week completing set tasks, in addition to home reading.

- Students will be given one week to complete homework.
- Homework will be given out on a Monday and it is expected to be returned on Friday of that week. Days may vary from grade to grade.
- Parents are encouraged to check and sign their child's homework to ensure it is completed neatly and to a high standard.

NAPLAN

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy.

NAPLAN is made up of tests in the four areas of:

- Reading (45 minutes)
- Writing (40 minutes)
- Language Conventions (40 minutes)
- Numeracy (45 minutes)

NAPLAN tests the skills in Literacy and Numeracy that are developed over time throughout the school curriculum.

NAPLAN Test Period: - 9th to 11th May (Term 2)

YEAR 3 CAMP

Anglesea Recreation Camp

August 28th – August 30th



BENEFITS OF SCHOOL CAMPS

- Making new friends, new experiences and lots of fun
- Development of social skills and independence
- Personal challenges
- Team building and leadership skills
- Learning to live and work together, as part of a camp community, by helping with duties. For instance, tidying up the cabins and helping around meal times including setting up, packing up, and washing up after a meal.

INFORMATION FOR PARENTS

- A 'Working With Children Check' is necessary when supporting out of school activities (please see the office for further details).
- Keep informed by reading the fortnightly e-news letter and newsletter.

PARENT HELPERS

Ethics of helping in the class:

- Work with all children in the class.
- All children are individuals, they have individual abilities which should not be compared.
- Information about all children is confidential.
- Refer to reading support information in The Independent Reading Log on how you support children.
- Be prepared to assist with all aspects of the classroom: listening to children read, photocopying, cutting etc

INDEPENDENCE

This year students will follow protocols that create positive learning environments such as:

- Taking responsibility for their personal belongings
- Handing in notes
- Completing their homework independently
- Ensuring their home reading log has been signed
- Taking on leadership roles within the classroom

QUESTIONS...

