

# Welcome to Year 3!

"Make glorious amazing mistakes. Make mistakes nobody has ever made before. Do not freeze, do not stop, do not worry. Whatever you are scared of doing, do it." - Neil Gaiman

Our team for 2019 is:

Class	Teacher	Class	Teacher
3A	Ms. McCarthy	Art	Mrs. Harden
3B	Mr. Chalwell	French	Madame Snow
PE	Ms. Whitnell		

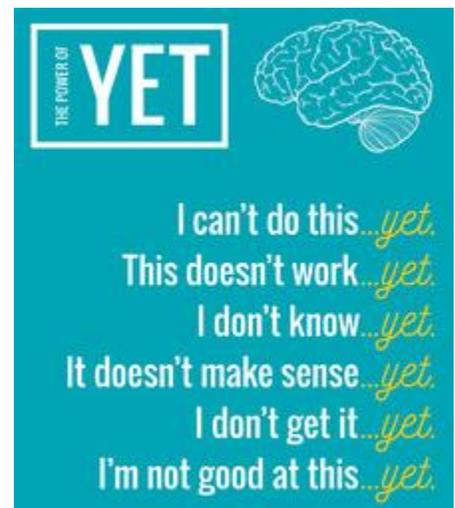
## Values

We value honesty, effort and a positive growth mindset.

Year 3 will be full of new and amazing experiences for your child. We are very fortunate to be located in the Learning Centre this year which provides us with lots of room for sharing and investigating with each of our year 3 classes. Our focus is to consolidate and extend their skills in Literacy and Numeracy while developing their social and interpersonal skills through Wellbeing sessions. We set high expectations for our Year 3 students in order for them to achieve their personal best in all areas. These include encouraging excellence, cooperation, teamwork and respecting each other and our environment.

We believe that all students have a responsibility to:

- Care and value themselves, others, teachers and the school community.
- Be safety conscious.
- Treat others with respect and good manners.
- Model and support our school rules.
- Take responsibility for their actions.
- Do their best and help others to do the same.



## Communication

The purple folders are sent home daily as a means of communication between school and home. Communication is very important to us and we value our partnerships with each parent. Please do not hesitate to contact us if you have any questions about your child's learning and development. Please make sure that the purple folder is brought to school every day. Alternatively if you would like to schedule a chat you can contact us either directly at school or through the purple pockets.

## Progress reports

In 2020 we will be launching 6 weekly Semester/Progress Reports as we aim to provide regular feedback to our students and families on the learning and teaching that happens here at Edithvale Primary. Each Semester there will be 2 progress reports and an end of Semester report. The end of Semester reports will include details about students' achievements measured against the Victorian Curriculum. The first progress report will be available to parents via COMPASS at the end of week 7- March 13. The second progress report will be available to parents via COMPASS at the end of week 4, term 2 - May 8. The end of semester 1 report will be available end of week 10, term 2- June 19. The information contained in each report will provide a quick snapshot of your child's progress in the areas that have been taught over a 6 week period. Each year level will have different foci and as such, the reports will contain some differences from year level to year level

## Meet the Teachers

**Mr. Chalwell:** I am lucky enough and very grateful to be entering my 6th year here at this wonderful school. Originally from a small country town called Bright, I moved to Melbourne to complete my studies in Exercise Science and then moved onto a teaching degree (best move I made!). I enjoy playing in and watching many sports and have spent plenty of my time on the football field and the ski slopes. I am passionate about my work in the classroom and continually strive to encourage kindness, curiosity and belief in every one of my students.

**Ms. McCarthy:** I discovered Edithvale Primary School whilst working as a Casual Relief Teacher in 2018, and the staff and students at the school were so wonderful to work with! I am passionate about creating a growth mindset in the classroom and I am very excited to work with the kind, curious and talented students in grade 3.

## Specialist Timetable

Specialist	3A	3B
French	Monday 9:00	Tuesday 10:00
Art	Friday 12:30	Tuesday 9:00
P.E	Tuesday 10:00	Friday 12:30



## Key dates:

**Monday February 10-** Canteen re-opens, **Wednesday February 19-** District Swimming, **Wednesday February 26-** Inflatable Multi Sports program, **Monday March 9-** Labour Day, **Friday March 13-** Curriculum Day

Below is a short summary of our programs and structures for the term. We hope this helps to inform you of what and how we will be teaching. If you'd like any more information about any of these programs please contact us.

## Reading

Students will engage in our CAFÉ program to help them understand and master the four key components of successful reading: Comprehension, Accuracy, Fluency, and Expanding Vocabulary. Each week they will learn different strategies to help decode and understand a variety of texts. Additionally, students will complete **Daily 5** activities; Word Work, Work on Writing, Comprehension, Listen to Reading, and Meet with the Teacher. These programs will help to develop students ability to independently select a 'Good-Fit Book' using the **IPICK** strategy: **I** choose a book (Read the cover, flip through the pages, read the back), **P**urpose (Why do i want to read it?), **I**nterest (Is the book interesting to me?), **C**omprehension (Do I understand what i am reading?), **K**now (Do I know most of the words?).

Students in Year 3 will take part in the Premier's Reading Challenge. Students will be able to borrow PRC books from the library during our weekly visit and we will also be using them during our Daily 5 sessions. More information will be sent home soon about the PRC.

## Writing

Our goal is for the students to be excited about writing! We will provide opportunities for brainstorming ideas, sharing with classmates, drafting, receiving feedback from teachers, revising, and ultimately creating a writing piece they are proud of. We will be embracing and practicing the 7 Steps to Writing Success: 1. Plan for Success; 2. Sizzling Starts; 3. Tightening Tension; 4. Dynamic Dialogue; 5. Show, Don't Tell; 6. Ban the Boring Bits; 7. Exciting Endings. Additionally, students will be using their 'Writer's Notebook.' Sometimes students can struggle with getting started on their writing or thinking of ideas to write about. The Writer's Notebook allows students to take in the world around them by informally writing, drawing, or pasting ideas into their special book. For example, students might glue in an airplane ticket from their recent trip, a postcard from a relative, quotes, random facts, dreams, ideas for the future, interesting characters or settings, etc. It's a fun and creative way students can gather their ideas, which then can be used to create amazing writing pieces.

## Spelling

We will be using the **Words Our Way** program, which will help students understand spelling patterns and phonics. During Daily 5 sessions, students in the 'Word Work' group will be practising their new spelling words for the week. Students will be exploring the definitions of unfamiliar words and incorporating this new vocabulary into their writing. Students will be taught spelling rules and strategies to help them spell unfamiliar words and small focus groups will be created using data from a Phonological Awareness test that has been administered.

**Please click on the link below to find some resources which might help you work with your child to help with their English:**

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/Pages/default.aspx>

## Mathematics

This term we will be exploring the following topics in Mathematics:

Place Value- *recognise, model and represent numbers up to 10 000*

Operations- *over the year we will be working in maths groups to unpack the four operations, with a focus on addition this term*

Graphing- *students will focus on collecting data and placing it in an appropriate graph. They will explore the many different types of graphs and how to interpret the data they show*

Time - *students will explore the relationship between units of time and learn to tell time to the minute*

Measurement - *students will compare the length and area of shapes and objects using centimeters and metre*

**Please click on the link below to find some resources which might help you work with your child to help with their Maths:**

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/maths-and-numeracy-at-home.aspx#link8>

## Digital Technologies

On the 3rd of February the Digital Technology Acceptable Use Agreement was discussed in class, sent home to be read through and signed by every student's family. We really appreciate your time and participation to ensure that students are being safe, respectful, and accountable for the choices they make with the digital technologies at EPS. This term we will be looking at having up-to-date Word processing skills, inserting shapes and pictures into a document, saving and retrieving work and creating folders in a central space. We will be incorporating the ipads throughout a variety of lessons to help reinforce the material taught.

## Wellbeing

We are lucky enough to have a fantastic resource in the "Resilience Project Program" and "Respectful Relationships Initiative" to help shape and guide our lessons in Wellbeing. We understand that positive emotion helps build our cognitive capacity and with that comes unfolding of the very best version of ourselves. We will be developing resilience through small group activities and circle time and will continue to encourage students to communicate through issues using Restorative Practices. We will also integrate mindfulness practices such as yoga, meditation, breathing techniques and other tools to facilitate greater focus and connection to self and others.



Dad Jokes

@Dadsaysjokes

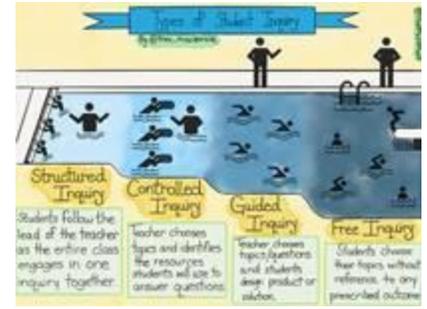
While most puns make me feel numb.

Maths puns make me feel number.

## Project Based Inquiry Focus

### What is PBIL?

Project Based Inquiry Learning is our Whole-School approach to exploring key ideas across the Victorian Curriculum in a different and engaging way. Each project is authentic and has a real world-context where students are collaborating, creating, researching and designing in order to answer their **big question** posed at the beginning of their unit. A key feature of this approach to learning is that it is driven by student voice and choice in the way that they design a product, how they work and how they use their time. How this looks differs as students' progress through the year levels ([see types of student inquiry image >>](#)). Each unit of inquiry culminates in a public product where students are able to showcase their learning to those beyond the classroom.



### Why PBIL you might ask?

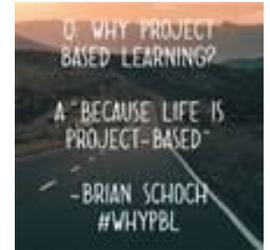
"Project-based learning experiences give students opportunities that they would never have in school otherwise." (Juliani, 2018)

### What does PBIL look like in Year 3 this term?

Our big question is: What do Dreamtime Stories teach us about Indigenous perspectives?

We will be exploring the key ideas around Aboriginal Australian perspectives. Students will work toward creating Dreamtime stories of their own to show what they discover throughout the unit. They will be able to use a range of skills within English, ICT and Visual Arts. Students will also develop intercultural, personal and social capabilities whilst working with their peers, and exploring cultural traditions.

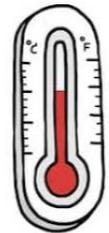
One of the most exciting things about PBIL is being able to explore each of the curious questions that pop up as we learn. We are very excited to see what kinds of questions we can explore this term! Our public product involves students reading their dreamtime stories to the younger years, as well as donating their stories to be used as a Daily 5 text throughout the school.



## Science

This term we will be learning about Physical Science. Students will understand that heat be produced in many ways and can move from one object to another. Through this we will investigate:

- describing how heat can be produced, for example, through friction or by burning
- exploring how heat can be transferred through conduction
- recognising that we can feel heat and measure its effects using a thermometer

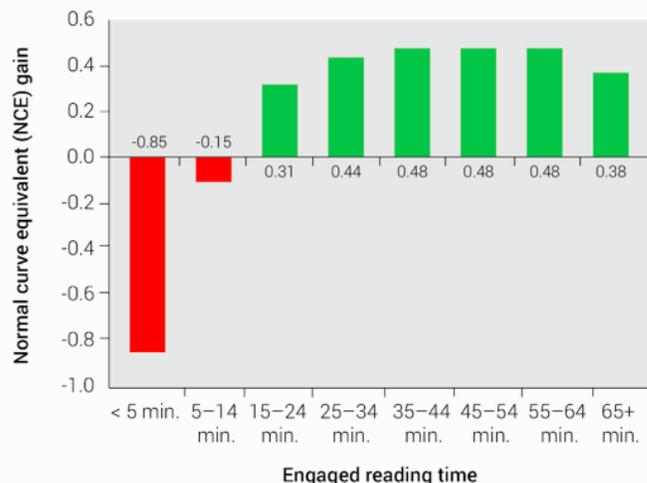


## Home Learning

Please encourage your child to continue home reading (we aim for 15 minutes in the classroom). Research shows that 15 minutes or more seems to be the 'magic number' at which we start to see substantial improvement in students reading achievement (see daily reading graph>>). To help strengthen comprehension skills you may be able to ask the following questions:

- Can you predict what will happen as the story continues?
- Can you summarise what you have read?
- How might one of the main characters be feeling?  
Etc.

15+ minutes of daily reading accelerates reading growth



We will also be sending home login details for our Manga High, and Sunshine Online programs and we will be encouraging students to access these and complete any set tasks.

We also provide a homework book and fortnightly homework sheet which is personalised to your child's learning needs. There are a range of activities including; spelling, reading, writing, wellbeing and maths. It is the expectation that students complete all of the activities and hand in on the due dates to their teacher. These homework tasks are linked to the learning that is taking place in the classroom and will aim to consolidate understanding in these areas.

We look forward to creating a fruitful and positive working relationship with you and your child!

Kind Regards,

Scott Chalwell, Ashlee McCarthy.