

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 2021 is:

Class	Teacher	Class	Teacher
3A	Ms. McCarthy	Art	Mrs. Harden
3B	Miss Laver	French	Madame Snow
PE	Ms. Whitnell	Science	Miss McCarthy/Mrs Keogh

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 STEM 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:

- Be **kind** to 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.
- Show **determination** to be their best selves and do their best work.

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.

Specialist Timetable

Specialist	3A	3B
<i>French</i>	Wednesdays	Tuesdays
<i>Art</i>	Tuesdays	Wednesdays
<i>P.E</i>	Mondays	Thursdays
<i>Science</i>	Thursdays	Mondays

Key Dates:

February	March	April
<i>12th - Welcome Back BBQ</i>	5th- Curriculum Day	1st - Last day of Term 1
<i>17th - District Swimming</i>	8th - Labour Day	
<i>22nd - Student photos</i>	26th - Easter Marker	
	26th - Progress Reports sent home	

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

The CAFÉ strategies that we'll be focusing on this Term are **Accuracy, Extended Vocabulary and Comprehension**. The students will be encouraged to use Phonemic Awareness strategies to decode unfamiliar words in texts. They will be assigned reading material specific to their developing skills. Students will explore a variety of text types which will include both fiction and non-fiction and we will use Naplan reading passages to assist with comprehension strategies.

Spelling

Phonics and Phonemic Awareness is a major focus with Literacy at Edithvale. A new structure that will commence this year is a daily practice of Phonics. Students in each classroom across the school, will spend the first 20 minutes of each day practicing sounds of the Alphabet code through the use of Orton and Gillingham sound cards. Additionally, students will be learning Phonemic Awareness strategies to assist with decoding skills. As part of our Daily 5 mini lessons, weekly sessions will focus on identifying long/short vowels, digraphs, blends, and basic morphology of words.

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. Students will be introduced to a variety of writing genres covering Recounts, Narratives and Exposition. 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.

Mathematics

All teachers at Edithvale Primary follow the 'Booker' Sequence for teaching Maths. This developmental sequence is used for teaching all place value/number skills and four processes: addition, subtraction, multiplication and division. The purpose is to help students have a strong understanding of number concepts. This term we will be covering the following concepts:

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 an initial focus on addition.

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.

Shape - students will learn how to identify and describe slides and turns found in the natural and built environment.

Digital Technologies

At the start of each school year a Digital Technology Acceptable Use Agreement is 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.

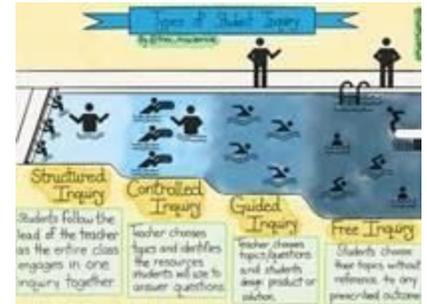
Wellbeing

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 their 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.

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?

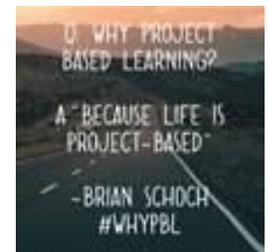
"Project-based learning experiences give students opportunities that they would never have in school otherwise." (Juliani, 2018)

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.



P.E

Students in Year 3 will participate in weekly 50 minute Physical Education lessons where the development of fundamental motor skills and movement patterns have been combined into a games-sense approach. This term students will focus on striking and fielding games and will learn the rules, scoring systems and develop the skills involved in cricket, kickball, t-ball, rounders and other modified games.

Art

The Visual Arts program aims to provide for and nurture student learning through a variety of sequential activities that develop fine motor skills, and link to learning in the classroom where possible. In year 3 students explore a variety of art media whilst extending their understanding of the art elements of colour, line, texture, pattern and composition. They begin to plan, select, arrange and make choices related to developing their artwork. Students are encouraged to respond and reflect on their own artwork and the artwork of others

French

The French program will provide opportunities to exchange greetings and wishes, respond to familiar instructions and to questions. They share simple ideas and information, express positive and negative feelings and ask for help, clarification and permission. The multicultural learning opportunities have developed students' ability to identify similarities and differences in the French and English language mechanism.

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.

We will also be sending home login details for our Essential Assessment Sunset Math and My Numeracy portals, and Sunshine Online programs and we will be encouraging students to access these and complete any set tasks.

As a school, we will continue using Seesaw in 2021. Your child will receive a new login/ QR code shortly to give them access to their new learning space for their current class. We will use this space to set supplementary Tasks that compliment work done at school. This will be done as needed throughout the Term depending on students learning needs.

For further information and tips on how you can help your child at home with literacy and numeracy, please follow the links below:

<https://www.education.vic.gov.au/parents/learning/Pages/literacy-years-3-to-6.aspx>

<https://www.education.vic.gov.au/parents/learning/Pages/numeracy-years-3-to-6.aspx>

A booklet with some great activities, handy hints and games to help engage children in developing literacy and numeracy skills can be found at the link below. The fun, inexpensive and practical activities as well as the questions provided can help your child learn and develop the skills needed to be an excellent reader, writer and mathematician

https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/english/literacy/LiteracyandNumeracyTipstoHelpYourChild_Final.pdf

Meet the Teachers

Ms. Bec Laver - I have been privileged to be part of the Edithvale School Community for 12 years, not only as a parent but also beginning by 5th year as a classroom teacher. I have seen many changes in the time I have been involved with the school, and I am proud to say that I belong to the best teaching staff and school community. I have an invested interest in providing a rich learning environment where students' talents develop and grow.

Ms. Ashlee 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 building students' confidence and capabilities in math and science and I am very excited to work with the kind, curious and talented students in grade 3.

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

Kind Regards,

Bec Laver, Ashlee McCarthy.