

## Welcome to Year 3!

**"The cure for boredom is curiosity. There is no cure for curiosity" – Dorothy Parker**

We finished Term 1 with plenty of memorable moments, learning opportunities and newfound knowledge. Term 2 is going to be yet another exciting chapter in the Year 3 journey. Alongside honesty, hard work and a positive growth mindset, we will be aspiring higher in all areas of the curriculum.

### 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
French	Wednesdays	Tuesdays
Art	Tuesdays	Wednesdays
P.E	Mondays	Thursdays
Science	Thursdays	Mondays



### Key Dates:

May	June
District Cross Country May 4	KABOOM sports - 23rd
11th - 13th NAPLAN	Parent Teacher interviews Week 9 - dates tbc
Education week - 24th - 28th	Last day of Term - 25th
Mothers day activity morning - 7th	Queens Birthday - 14th
	Division Cross Country 1st (TBC)

*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/Language Conventions**

Students will continue to use 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. Weekly word work/spelling sessions will focus on identifying 'au', 'aw', 'ue', 'ew', 'oi', 'oy' and the two sounds of 'ow'. Students will also be exploring prefix 'un', 'dis', 're' and 'in', suffix 'est' and 'ly', as well as contractions, homophones, compound 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 cementing understanding of Narrative writing, Persuasive pieces and will be introduced to the structure and strategies of writing Information Reports.

## **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:

### **Measurement and geometry:**

Identifies symmetry in the environment and creates patterns displaying symmetry

Explore the creation of three-dimensional objects including prisms and pyramids

### **Statistics and probability:**

Identifies and describes possible outcomes when completing chance experiments such as what is likely and what is least likely to happen

### **Number and algebra:**

- Adds 3 digit numbers with renaming
- Finds the related subtraction fact for an addition fact e.g  $10-7=3$   $3+7=10$ .
- Money: calculate change and represent money amounts in different ways.

## **Digital Technologies**

This term we will be looking at having up-to-date Word processing skills, including the correct hand and fingers placement for typing. Students will continue to practise 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. This term students will be exploring character strengths, identifying strengths of themselves and others and discussing areas for improvement (personal goals). There will be many opportunities for students to explore mindfulness - the practice of paying attention in a particular way - on purpose, in the present moment and without judgement. Please Encourage your child to access mindfulness, meditation and yoga app's and websites such as "Smiling Mind" or "Cosmic Kids" and to develop a family-centred mindfulness practice at home. This could be as simple as sharing something each family member is grateful for during dinner time.

## Project Based Inquiry Focus

What does PBIL look like in Year 3 this term?



**Big question- How can we design our own culture that has rules, laws and celebrations?** Students will be learning about rules and laws. They will do this through learning about ancient and modern civilisations and how rules and laws impact on these cultures. They will then work collaboratively to create their own rules for a made-up culture. At the end of the term, students will present their culture to parents in an open afternoon, in their own unique way. A date for this event will be given later in the term. A notice will shortly follow with all the details. Some of the other focus questions we'll be looking at are:

<b><i>During the 'Inquiry' stage (the hook):</i></b> What's most important? Rules, laws or behaviours? What is the difference between a rule and a law? Do we need rules or laws or both? Why? What is unique about a culture?	<b><i>During the 'Collaboration' stage (when students are working in groups):</i></b> What is unique about your culture group? Does it have its own language? What traditions or ceremonies might it have? What kind of traditional clothes do they wear and why? What are the rules that they follow?
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## P.E

The Physical Education curriculum builds on previous learning in movements to help students develop greater proficiency across the range of fundamental movement skills. Throughout this term, the learning of fundamental motor skills and movement patterns will be combined into a games sense approach. Students will focus on the different strategies, roles and game tactics involved in invasion games such as basketball, netball, handball, AFL, and soccer.

## Art

The visual art program aims to provide students with many opportunities to learn about and create art, while working with a variety of materials, and participating in activities that develop fine motor skills. This term students will be working on a multi-media weaving project, a sculpture project using magiclay, and paper sculpture. Look out for posts on seesaw showcasing student work.

## Science

The Science program provides students with hands-on science experiences where they can construct their own scientific understandings. This term, students have been focusing on Biological Science with a specific focal point on our school vegetable garden. Through scientific inquiry, students will understand the living things can be grouped on the bases of observable features and can be distinguished from non-living things. This extends to the students' understanding of the life cycle of plants and that they depend on each other and the environment to survive. Students will implement a range of science inquiry skills such as; questioning, analysing, recording and

communicating.

## **French**

The French program will begin to teach students to interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. Students make statements using the present tense and present + infinitive form about self, family and interests. The students in Year 3 will approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features

## **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. Last Term your child received their updated Seesaw QR code. 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](https://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/english/literacy/LiteracyandNumeracyTipstoHelpYourChild_Final.pdf)

## **Premiers Reading Challenge**

*Edithvale Primary School are again participating in the The Premier's Reading Challenge this year. There is no longer an online honour roll for the challenge so consent is no longer required. The reading is well underway in Year 2! Class teachers will record the books read to children at school and they will complete the challenge simply based on these books.*



Kind Regards,

Bec Laver, Ashlee McCarthy.