

Welcome to Year 3!

“It’s not that I’m so smart, it’s just that I stay with problems longer” – Albert Einstein

The teaching team for 2021 is:

Class	Teacher	Class	Teacher
3A	Miss Humble	Art	Mrs Harden
3B	Mrs Davis	French	Madame Snow
3C	Miss Cockburn	PE	Mr Winters
3D	Miss Whitnell	Science	Miss McCarthy

Values

Year 3 will be full of new and amazing experiences for your child and we are fortunate to be located in the Learning Centre this year which provides us with space for each of our Year 3 classes. Our classroom focus is to consolidate and extend students’ skills in Literacy and Numeracy while developing their inquiry, social and interpersonal skills. We set high expectations for our Year 3 students in order for them to achieve their personal best in all areas.

We believe that all students have a responsibility to uphold the school values by

- Being **kind** to themselves, others, teachers and the school community.
- Being safety conscious.
- Treating others with **respect** and good manners.
- Modelling and supporting our school rules.
- Taking responsibility for their actions.
- Showing **determination** to be their best selves, demonstrate a positive mindset and do their best work.

Communication

Communication is very important to us and we value our partnerships with each family. Please do not hesitate to contact us by email if you have any questions at any time about your child’s learning We are usually available before and after school each day for an informal chat or a quick message. It is our policy to telephone or speak directly with you if we have any concerns.

Specialist Timetable

Specialist	3A - Miss. Humble	3B - Mrs. Davis	3C - Miss Cockburn	3D - Miss Whitnell
<i>French</i>	Thursday	Monday	Wednesday	Thursday
<i>Art</i>	Monday	Wednesday	Thursday	Thursday
<i>P.E</i>	Thursday	Thursday	Monday	Wednesday
<i>Science</i>	Monday	Thursday	Thursday	Monday
<i>Library</i>	Monday	Tuesday	Wednesday	Tuesday

Year 3 Programme of Study

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 would like any more information about any of these programs please contact us.

Reading Comprehension: Students will be learning strategies to assist with knowledge and skills for reading. Strategies will include word level reading skills, fluency, oral and written language, background knowledge and vocabulary. Students will be learning how to actively and closely read for meaning and make connections during reading, use effective strategies (e.g., summarizing, questioning). They will practise how to rescue themselves (re-reading, reading ahead a little, asking for help). Students will think about what they take away from the text immediately and afterward, and what they can do with that information (e.g., writing, discussion, analysis, application to other texts).

Our daily lesson structure is explained below:

Review 10 minutes	Revisit of letter/sounds learnt in previous lessons using Orton Gillingham Drill Cards. Morphology: e/es- makes plural, 'i/ng' is a suffix showing present tense Dictation: Check in of sounds being studied/revised
Phonics or Morphology 30 minutes	Phonics-Explicit spelling/sound lesson- this will include using Dandelion Decodable readers to explore sounds, as well as practising decoding strategies when reading these stories SMART Spelling word lists to practise decoding strategies. Students will continue to learn Morphology Awareness as they investigate prefix/root/suffixes found in words, and will be introduced to a 'Lexicon' morphology dictionary. The Lexicon will showcase morphemes (smallest unit of sound in a word) and meaning e.g. Prefix 're' means to repeat or do again Root word 'vid' means to see Suffix 'ing' present tense- added to verbs
Reading Fluency 10 minutes	Students will practise pace and expression in reading. Fluency tasks will include word lists, sentences, paragraphs and or short stories. Fluency lists/passages are practised throughout the week and students have the opportunity to share reading with each other.

Writing: Students will be reviewing sentence structure, sentence types, and using this knowledge to write compound and complex sentences, and paragraphs to show the extension of their ideas. Writing genres will include Narratives, Recounts and Persuasive writing. Writing will also include handwriting practise, punctuation and dictation.

Mathematics

The Victorian Curriculum includes three strands of mathematics. At Edithvale Primary, we follow the 'Booker' Sequence for teaching Number and Algebra . 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

Place Value- recognise, model and represent numbers up to 10 000. Students will become familiar with the place value terms, ones, tens, hundreds and thousands. They will learn to expand and rename numbers.

Measurement and Geometry units that we are covering this term include shape, including recognising and naming shapes, perimeter, introduction to angles and simple area problems.

Statistics and Probability will extend understanding of data collection, bar charts and lines graphs, data tables and tallies. We will introduce Chance and the likelihood of events happening.

Our daily lesson structure is explained below:

Number Fluency 5 minutes	Number facts such as simple addition and subtraction Practise writing numbers
Discuss and Share 5 minutes	A shared word or multi-step problem designed for students to talk about, think, reason and share strategies
Revise 5 minutes	Previous learnings will be reviewed to ensure all students are ready to take their learning to the next stage
Main Teaching 15 minutes	This will include direct and explicit instruction as new ideas are introduced. We will model and demonstrate for students.
Student Practice 20 minutes	This may be independent or teacher guided practice with students working alone or collaboratively. Examples may be differentiated in order that each student accesses 'work' at a level that provides sufficient challenge.
Review 5 minutes	Students discuss what they have learnt.

Essential Assessment - Sunset Maths

Essential Assessment is an online platform that can be used by students to assist them to continue to develop from their current understanding in relation to the Maths curriculum. Later this term, students will receive a login for 'My Numeracy' and 'Sunset Maths' along with instructions on how to access the platform.

My Numeracy™ & My Literacy®

Students are able to complete their My Numeracy™ and My Literacy® activities which have been set up based upon the concepts that have been misunderstood in their pre-assessment and they are available for use within each sub-strand. The message board will assist the student to determine which activities need to be completed by which date.



Sunset Maths

Sunset Maths is an application aimed at developing the student's mental maths skills. This is available through the games icon and sets up based upon the student's pre-assessment results. The student will work through curriculum aligned content to develop their knowledge in each operator in alignment with their learning.



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.

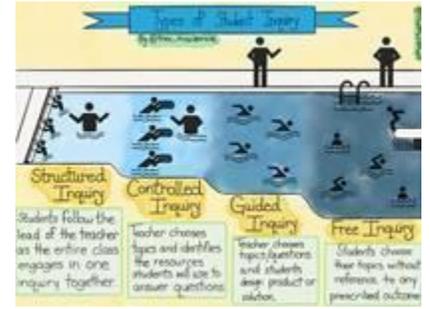
Wellbeing

We are lucky enough to have fantastic resources in the "Resilience Project Program" and the "Respectful Relationships Initiative" to help shape and guide our lessons in wellbeing. We understand that positive emotions help 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?

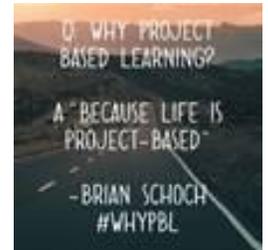
Project Based Inquiry Learning is our Whole-School approach to exploring key ideas across the Victorian Curriculum in an engaging way. Each project is authentic and has a real world-context where students are collaborating, creating, researching and designing in order to answer their **big question** 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. Some units of inquiry will culminate in a public product where students are able to showcase their learning to those beyond the classroom.



What does PBIL look like in Year 3 this term?

Our big question is: **How can we design our own community that has rules, laws and celebrations?**

We will be exploring the key ideas around culture. Students will investigate what defines a community, and the diversity of societies including rules and laws, food, sport and celebrations. Students will work towards designing their own community and to create their own rules, laws and celebrations. 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. During the term we will be asking students to interview family member and we look forward to exploring and celebrating the diversity within our classes. 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!



P.E

Students 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 throwing and catching games and will learn the rules, scoring systems and develop the skills involved in cricket, basketball, rounders and other modified games.

They will also have a Sport Session taken by class teachers where all four classes will join together for team 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.

Science

The Science program provides students with hands-on science experiences where they can construct their own scientific understandings. This term, students will be working within Chemical Sciences to explore materials such as plastics and metals as well as their properties and uses. They will work weekly to design and build sculptures

for our environment that incorporate these materials. Students will implement Science inquiry skills such as; questioning, planning, conducting, evaluating and communicating.

Home Learning

Please encourage your child to continue daily reading at home. We also aim for 15 minutes in the classroom as 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. We would also suggest continuing to read to your child as this will improve listening skills, concentration and vocabulary.

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?

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.

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

Miss Humble - This is my second year at Edithvale Primary School, having worked with the Year 3 & 4 Team last year. Although I have taught all around the world, I remain grateful for the opportunity I have to contribute to the kind and caring community that is EPS. Instilling a love of mathematics in all students is one of my goals coupled with high expectations for every student.

Mrs. Davis - I have had the privilege of teaching at Edithvale Primary School for the past 5 years and have been a teacher for 10 years. My eldest son has just started Foundation at EPS in 2022 and I am thrilled that he is at a school with so many incredible teachers and staff. I am passionate about creating an inclusive and fun learning environment where all students feel safe, have opportunities to explore their interests, feel supported and challenged.

Miss Cockburn - I feel very lucky to be joining the Edithvale Primary School community this year. I taught Grade 2 last year and I am thrilled to be continuing my teaching with the incredible Grade 3's. I believe students thrive best in an environment where they feel safe, and their voices heard. I encourage my students to celebrate their individualities and to always aim to be the best version of themselves.

Miss Whitnell - I have been fortunate to be a teacher at Edithvale Primary School for 4 years now and absolutely loved being the school's Physical Education teacher. This year, I am so excited to work with kind, talented and curious grade 3 students in the classroom. I have a passion for creating a learning community where all students recognise their skills and interests and are supported through a stimulating learning environment to reach their full potential.

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

Kind Regards,

Jane Humble, Mell Davis, Julia Cockburn and Ash Whitnell