Castle Cove PS

STAGE 2
Year 3
OVERVIEW

20th February, 2013

Mrs Sally FitzGerald 3F
Miss Ashleigh Ruppin 3F
Mrs Robyn Sullivan 3/4S
Mrs Margie Byrom 3B
Dear Parents and Caregivers

Welcome to what will be a busy and productive year at Castle Cove. We are looking forward to working with your children and providing them with a warm and supportive learning environment.

Every child deserves to experience success and so they will be engaged in learning activities which will be designed to suit his or her learning style as well as his or her ability. Students will be encouraged to take risks and ‘have a go’ knowing that they will be supported. In this way, we hope to develop and extend the students’ potential and make Year 3 a stimulating and rewarding year.

We look forward to working with you in partnership.

Margie Byrom, Robyn Sullivan, Eleni Antoniou, Sally FitzGerald, Ashleigh Ruppin

**Year 3 Timetable**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Homework set</td>
<td>Chess Club before school</td>
<td>Chess Club before school</td>
<td>Science - 3B</td>
<td>Homework due</td>
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<tr>
<td>Science</td>
<td>Intermediate Band (Yr 3) Shell</td>
<td>Intermediate Band (Yr 3) Shell</td>
<td>Science</td>
<td>Reading cards due</td>
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<tr>
<td>Library 3B</td>
<td>Library research/borrowing, (please bring back books in library bags)</td>
<td>Library research/borrowing, (please bring back books in library bags)</td>
<td>Intermediate Band (Yr 3) Shell</td>
<td>when completed</td>
</tr>
<tr>
<td>(please bring back books in library bags)</td>
<td>Earth Kids lunch-time</td>
<td>Earth Kids lunch-time</td>
<td>Junior Dance Group lunch-time</td>
<td>Junior Dance Group lunch-time</td>
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<tr>
<td>Peer Support Term 1</td>
<td></td>
<td></td>
<td></td>
<td>School sport (wear sports uniform)</td>
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<tr>
<td>2:45 Assembly</td>
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Literacy

All areas of the English program are integrated across the Key Learning Areas.

Reading

Guided Reading: Students are grouped according to their instructional levels (able to read 90-95% of text correctly) and work on matched texts with the teacher.

Independent Reading: students are given a text at their independent reading level (able to read at 95%-100% accuracy) and complete reading activities.

Modelled/Shared Reading: In Term 1, students will be engaged in shared reading. Later in the year they will analyse a picture book taken from the Reading Like a Writer, Accelerated Literacy program. Grammar is taught using a grammar workbook as a guide.

Reciprocal Reading: Following training, students take the lead in group activities at their instructional level.

Silent Reading: Students may read for a period of time. Also known as DEAR: Drop Everything And Read!

Home Readers: This is an essential part of children’s learning. If possible, your child should read a book at his/her independent reading level aloud to you or other adult for 20 minutes a night. Please ensure you sign the Reading Card and return to school each Friday.

Until a student reaches a benchmark level of 30+, he/she needs to take home readers from school at his/her independent reading level (95-100% accuracy).

For fluency, a student should read at a rate of more than 80 words per minute at his/her independent reading level. Students who have attained a benchmark of over 30 can make independent choices for their home reading.

We have a 40 minute library session each week with our librarian, Mrs Kate Westoby. In Term 1, students will be involved in a Web Quest linked to their HSIE topic. All students should borrow books and complete the Premier’s Reading Challenge. Registrations should be available online from 1st March.
Writing

This year we will focus on major text types, including:

- Persuasive (Exposition - arguing and providing evidence to support a point of view. Texts may include discussion, advertisements and personal responses).

Exposition is the 2013 NAPLAN text type

- Information report (factual information writing);
- Procedure,
- Description, and
- Narrative.

Grammar

The teaching of grammar will also occur within the Reading and Writing programs. Students will learn to identify and use nouns, adjectives, verbs and adverbs and learn to correctly construct a sentence.

Handwriting

Students are reminded how to sit in the correct position and hold their pencils correctly. They will be learning how to write cursive script in the New South Wales Foundation Handwriting style.

Spelling

Each week students will be learning the week’s spelling list. This will include core spellings (relating to a phonemic spelling pattern taken from the textbook Sound Waves 3 /4), combined themed words and Extension words (taken from HSIE, Science or other Key Learning Area). Students will learn other spelling strategies such as morphemic, visual and etymological. In addition, students in Year 3 will participate in homework activities from the online website www.spellingcity.com

Students should learn approximately 15 individualised words per week, which are identified from their spelling pre-test and from their writing.
Talking and Listening

Class talks may be prepared or impromptu. In Term 1, students will prepare and deliver a short speech which may be linked to the Persuasive English text type or other topic. The emphasis in Year 3 will be on skills and strategies for oral presentations and effective listening.

The Multicultural Perspectives Speaking Competition will be held in Term 2.

Numeracy

The syllabus is divided into content strands of Number, Patterns and Algebra, Measurement, Data, and Space and Geometry. The students work on a variety of tasks selected from the syllabus as well as engaging in problem solving and developing skills to work mathematically. They will practise mental arithmetic from the New Wave Mentals Maths textbook and participate in online activities from the website www.mathletics.com

Children need to find Maths useful, fun and relevant and any opportunity you can provide for your child to practise their skills will be beneficial in developing their understanding. Some examples could include:

Playing games, using opportunities, or having conversations that require

- counting forwards and backwards by ones, twos and fives;
- counting forwards and backwards by tens, on and off the decade (eg 7, 17, 27, 37, etc)
- reading, ordering and writing two- and three-digit numbers;
- sorting, ordering and counting money using face-value;
- addition and subtraction facts to at least 20;
- rhythmic and skip-counting by ones, twos, fives and tens;
- identifying halves and quarters;
- naming and ordering the months and seasons of the year;
- identifying the day and date on a calendar;
- telling the time on the hour and half-hour on digital and analogue clocks;
- identifying and naming parallel, vertical and horizontal lines;
- describing the position of objects using everyday language, e.g. left and right, north and south;
- talking about measurement, e.g., cooking, height, etc.; and
- adding up and working out change (money).

The emphasis in Stage 2 is the strategies and language of maths.

Students need to know different strategies to find an answer and to be able to explain how they reached it. They need to consider if they could calculate it mentally, use a calculator, pencil and paper or concrete materials. New concepts in Stage 2 include fractions, decimals and three- and four-digit numbers.

Some strategies used in Year 3 using 2 and 3 digit numbers:

- The jump strategy (e.g., 23 + 35.  23 + 30 = 53 + 5 = 58)
- The split strategy (e.g., 23 + 35.  20 + 30 + 3 + 5 = 58)
- The compensation strategy (e.g., 63 + 29.  63 + 30 = 93 - 1 = 92)
- Bridging the decades (e.g., 34 + 17.  34 + 10 = 44 + 7 = 51)
- Changing the addends to form multiples of 10 (e.g., 16 + 8 + 4.  16 + 4 = 20 + 8 = 28)
- Number lines

Human Society and Its Environment (HSIE)

This term in Year 3 our topic of study is ‘Our Fleeting Past’. The history of British Colonisation

Students will have the opportunity to explore issues related to Australia’s original inhabitants, explorers before the British and the British arrival and occupation of Australia, highlighting intercultural understanding.

Science & Technology

Weekly lessons will be taken by our specialist Science teacher, Mrs Anjali Rao. Students will be studying Matter in Term 1.
Students will access the computer laboratory for 40 minutes a week with their class teacher. Here they will complete cross-curriculum tasks. Typing skills will also be encouraged.

**Creative and Practical Arts (CAPA)**

**Visual Arts**

Students will experiment with a variety of mixed media during the year. Some of their art lessons will focus on skills while others may be linked to HSIE topics.

**Music, Drama and Dance**

Term 1 Music will focus on time and pitch and having fun. Later in the year, there will be a performance by Musica Viva. Students will also experience music, drama and dance activities through their class, grade or whole school activities.

**Personal Development, Health and Physical Education (PDHPE)**

**PDH**

In Term 1, our PDH program focused on safe living and values.

Safe Living addresses areas such as road, fire, water and sun safety as well as emergency procedures and hazards around the home and school.

**PE**

Throughout the year, Moving Bodies will be providing athletics, dance and gymnastics programs. These programs will be supplemented by a fundamental skills program on Fridays. PSSA, and Friday sport are part of our fitness program.
General Information

Absences

School rolls are legal documents and teachers are required to keep a written explanation from you each time your child is absent. The office has partial-absence forms to use if a student is late or needs to leave early.

Awards

Students are given Castle Cards for positive reinforcement. When they have collected ten cards, they bring them to school and receive a Merit Certificate. When ten Merit Certificates have been collected, a Bronze Certificate is awarded at our K-6 Assembly. This system continues through to Silver and Gold Certificates. Children should be encouraged to look after awards they have earned so they can bring them to school to receive the next level. Teachers often use other methods of positive reinforcement, such as praise, encouragement, stickers, stamps, table points or house points.

Behaviour

In class, students are expected to work on set tasks and not waste time. Play times and lunch time are times to socialise. Students are given a warning for non-compliance. Sometimes students will be asked to complete unfinished work in their play time if it is a result of unacceptable behaviour.

Communication

Parents will be emailed information by the school, including Castle Cove newsletters. Teachers may also communicate with parents by email or by writing a note in their child’s diary. If you wish to contact your child’s teacher, our email addresses are: margaret.byrom@det.nsw.edu.au eleni.antoniou@det.nsw.edu.au sallyfitzgerald@det.nsw.edu.au ashleighruppin@det.nsw.edu.au robyn.sullivan@det.nsw.edu.au

Diaries

Each child will have a Castle Cove diary, which needs to be brought to school every day. These are for the students to develop the skill of organising themselves. Apart from
Homework notes, the students can write reminders in their diaries and, if they wish, can use them as a record of events. Excursions

Permission notes with money enclosed should be posted inside the admin building, in the silver letterboxes at the front of the reception area. Children should be encouraged to be responsible for putting their money/permission slips in the letterboxes before school.

Please ensure permission notes are handed in promptly.

Homework

Homework is distributed weekly and should be handed in to your class teacher each Friday. Homework usually comprises a weekly spelling list, online spellingcity activities, home reading (20 minutes reading aloud to an adult each night is recommended at this age) and a Maths activity. It may also include a mini project once or twice a term. Home reading is an essential part of children’s learning. It should be an opportunity to practise fluency and expression and provide enjoyment. Students with benchmark <30 will be given graded school books (at his/her independent reading level) for home reading. Students with benchmark 30+ can make independent choices for their home reading.

Lost Property

Please ensure your child’s clothing (especially hats and raincoats) is clearly labelled. Lost property is stored in the old admin block. We encourage our students to look in Lost Property (in the old admin block) to find missing items.

Sport

Please refer to the CCPS sports blog http://castlecovesportspage.blogspot.com.au/