Welcome to the Year 3 Parent Information Night
Introduction of teachers

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* Karen Hebard
* Leonie Angelis
* Tom Prendergast
* Sam Lucas
### Statement of Intent

**Term:** One Year 3  
**Subject focus:** Geography

**Key learning intentions identified:**
- Represent the location of places and their characteristics on labeled maps
- Identify and describe characteristics, similarities and differences of different places
- Identify states, territories, capital cities and significant landmarks
- Identify interconnections between people and places in our local community
- Explore possible solutions to geographical challenges

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**Commencing date:** 1st - 12th February  
**Weeks:** 2 and 3

<table>
<thead>
<tr>
<th>Developmental domain focus</th>
<th>Learning outcomes (state/national framework)</th>
<th>Immersion or other exposure, concepts, excursions, school events</th>
<th>Assessment/reflection experiences</th>
<th>Learning experiences</th>
<th>Modifications</th>
</tr>
</thead>
</table>
| **Emotional**  
For the students to:Understand that change can be a positive experience  
**Social**  
For the students to:Find out something about a new classmate/teacher | Numeracy  
For the students to:Place Value  
*recognise, model, represent and order numbers to at least 10 000  
Statistics and Probability  
*identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording | *Whole School Assembly  
Friday 3pm  
*Whole School Sustainability Activities |  
- Anecdotal observations  
- Maths Pretest  
- Reading Assessment  
- Look, Say, Cover, Write, Check (LSCWC)  
- Student conferences  
- Focus children  
- Class meetings  
- Circle Time  
- Immersion activities  
- BTN |  
*Introduce the communication board and discuss its purpose  
*Run Around Australia weekly  
*Library-borrowing & developing library skills  
*ICT – working on computer skills | Click here to enter text. |

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**Walker Learning Approach**  
**Developmentally Appropriate Practice**  
**Statement of Intent**  
**Grades 3–6**
Personalised Learning Approach
Year 3

* Focus Students
* Learning intentions
* Communication Boards
  * Class meetings
* Immersion activities
* Educational Research Projects
  * Expo
First 4/5 weeks is a period of immersion into the focus area.

Followed by individual E.R.P (two weeks) then an Expo.
Breakdown of the week

Numeracy - five hours per week

English - ten hours per week

Subject focus – three hours per week
<table>
<thead>
<tr>
<th>Year 3 Term 1 2016</th>
<th>Spelling</th>
<th>Grammar &amp; Vocabulary Development</th>
<th>Speaking &amp; Listening</th>
<th>Creating Texts &amp; Handwriting</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1, 2 &amp; 3</td>
<td>SWST – concept mapping of tests from previous year. Place students into appropriate spelling word level groupings. Spelling Clinic Groups. LSCWC and spelling activities to develop phonological awareness, graphophonic knowledge, morphemic and etymological knowledge. Addressing individual spelling needs during writing tasks.</td>
<td>Capitalisation Further develop an understanding that: sentences begin with a capital letter proper nouns begin with a capital letter Paragraphs Develop an understanding that a paragraph is a group of sentences that contain related information. Develop an understanding of the structure of a paragraph ie topic sentence (main idea), supporting sentences, concluding sentence/s. Vocabulary development &amp; Dictionary Skills Match meanings to words, compose sentences, answer questions.</td>
<td>Listen to and contribute to conversations and discussions, to share information and ideas and to negotiate in collaborative situations. Draw connections between personal experiences and the worlds of texts, and share responses with others.</td>
<td>VOICES writing approach to teaching and assessing writing. Transactional Text Understand how different types of texts vary in use of language choices, depending on their function and purpose. Understand how transactional texts can be structured to suit the intended purpose. Planning, drafting, conferring, refining, and publishing transactional texts demonstrating increasing control over text structures, language features and presentation appropriate to the audience and purpose.</td>
<td>CAFÉ reading approach to teaching and assessing reading. Reading a range of texts, using text processing strategies (predicting, rereading, reading on and self correcting) Initial reading assessment. Reading Groups: Teacher to select from Modelled/Shared Reading – any level Guided Reading – Level 1-23 Co-operative Reading – Level 23-24 Reciprocal Reading – Level 24+ Literature Circles – Independent Readers Silent Reading 15 mins daily.</td>
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What a literacy session looks like:

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
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<tbody>
<tr>
<td><strong>SPELLING</strong></td>
<td>Set up LSCWC format in Spelling Journal &amp; Partner Spelling Test format in Spelling Journal</td>
<td>Brainstorm words related to the new school year. Select 6 words a week and learn. Write 5 personal words in diary.</td>
<td>LSCWC: Personal/Lists Words Activities: Dictionary meaning Focus on the tricky parts—highlight Add up your words Words within words Word banks starting with base word</td>
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<td><strong>GRAMMAR</strong></td>
<td>Capital letters Explicit teaching focus: <em>sentences begin with a capital letter.</em> <em>Proper nouns begin with a capital letter</em></td>
<td>Familiarise and analyse features of text with capital letters. Identify proper nouns. Ask students to write their names and list these on the board. Ask the students to write them on the board. Discuss Targeting Grammar Page 6</td>
<td>Guide the students to write using capital letters correctly. Correct the paragraph for capital letters.</td>
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<td><strong>READING</strong></td>
<td>Whole group (10 min): CAFÉ strategy: (C) Use prior knowledge to connect with text. Read aloud picture storybook/class novel. Shared experience linked to.</td>
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<td><strong>WRITING</strong></td>
<td>Whole group (10 min): VOICES strategy: (C) Use a dictionary to check spelling. Familiarising Share personal experiences and events. Elaborate important events. Discuss orientation—where, when, why, how, Construct a class chart of action.</td>
<td>Whole group (10 min): VOICES strategy: (C) Use a dictionary to check spelling. Analysis Students learn the organization of the text form, focus on the language used and construct rules for writing the text form. Work with a sample text to.</td>
<td>Whole group (10 min): VOICES strategy: (C) Use a dictionary to check spelling. Modelling Explicit modelling to demonstrate the organizational framework of a recount and what writing for real writing looks like. Create a class anchor chart to help students with the process of.</td>
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For the student to:
- Consider the purpose and the audience
- Use appropriate organizational framework to compose a
<table>
<thead>
<tr>
<th>BPS Yearly Overview – Term by Term Planner</th>
<th>Year 3</th>
<th>2016</th>
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<tbody>
<tr>
<td><strong>Term</strong></td>
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<td><strong>Number &amp; Algebra</strong></td>
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<td><strong>Understanding</strong></td>
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<td>Includes connecting number lines with number sequences e.g. repeated addition. Partitioning and combining numbers efficiently. Representing unit fractions. Can tell the time and recognize symmetry in the environment.</td>
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<td><strong>Fluency</strong></td>
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<td>Know the multiplication facts, using standard units to compare and order objects. Identify and describe outcomes of chance events. Interpret maps and communicate positions.</td>
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<td><strong>Problem solving</strong></td>
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<td>Includes formulating problems, gathering data and representing the information. Making models of 3D objects and continue number patterns.</td>
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<td><strong>Reasoning includes</strong></td>
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<td>Generalizing from number properties and results of calculations e.g. (3 + 5 = 8) so (3) tens + (5) tens = 8, comparing angles, creating and interpreting variations in the results of data collections and displays.</td>
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<td><strong>Place Value, Counting and Fractions</strong></td>
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<tr>
<td>- Identify odd and even numbers</td>
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<td>- Revise the 10 tens is 1 hundred, and 10 hundreds is 1 thousand</td>
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<td>- Develop three-digit numbers, including internal zeroes and trading to see that. E.g. (406) has 40 tens (376) = 3 hundreds, 7 tens and 6 ones</td>
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<td>- Use a range of models to represent and analyse whole numbers and fractions</td>
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<td>- Make, name, order and record numbers to at least ten thousand</td>
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<td>- Place 4 digit numbers on a number line using an appropriate scale</td>
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<td>- Count by 1s, 2s, 3s, 4s, 5s, 10s and 100s starting at any number to 1000</td>
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<td>- Count to and from 10 000</td>
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<td>- Use number expanders to read and record 4-digit numbers</td>
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<td>- Order and count money and use a model for grouping/unpacking lots of tens</td>
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<tr>
<td>- Apply place value to partition, rearrange and regroup numbers to at least ten thousand e.g. (10,000 = 10) thousands, (100) hundreds, (1000) tens and 10,000 ones</td>
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<td><strong>Fractions &amp; Decimals</strong></td>
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<td><strong>Space/Shape</strong></td>
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<tr>
<td>- Make models of 3D objects and describe key features, edges, faces, corners</td>
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<td>- Identify and name 2D and 3D shapes</td>
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<td>- Exploring the creation of 3D objects including prisms and pyramids</td>
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<td><strong>Time</strong></td>
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<tr>
<td>- Comparisons of periods of time</td>
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<td>- Making and using time measuring instruments</td>
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<td>- Reading the time intervals to the minute – analogue and digital</td>
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<td>- Knowing there are 60 minutes in an hour and 60 seconds to a minute</td>
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<td>- Construction and</td>
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<td><strong>Data</strong></td>
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<tr>
<td>- Identify questions and collect data to answer these questions</td>
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<td>- Identify questions to ask of the graphs</td>
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<tr>
<td>- Collect data, organize into categories and create displays using lists, tables, pictographs and simple column graphs</td>
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What numeracy looks like

Structure of an effective numeracy session:
• Learning intention
• Key language
• Tuning in (number fluency task)
• Explicit teaching
• Discover
• Focus group
• Summarize
• Reflection
• Assessment
Performing Arts

All students have 50 minute session a week in Performing Arts
As per the Australian Curriculum students are involved with Music, Dance and Drama
Years prep, two and four will give an evening performance on the stage in our hall
Years one, three and five showcase their skills at assembly
Year six students are involved with a musical in Term 3
Students from years three and four learn the recorder
Students have an opportunity to join the school Glee Club from years four to Six
Glee club perform at many local community events as well as school events
- Classes held every week for 50 minutes in the new Japanese room
- Every year level covers the 4 strands of Language learning: listening, speaking, reading and writing.
- Gall sensei teaches Years 1-6 and Dale sensei teaches Preps. Keiko sensei comes and helps with the preps and Rika Sensei helps with the Year 6’s. We also have other Japanese assistants throughout the year.
- Preps, Year 1 and 2: learn Japanese through songs, games and listening and speaking activities. A small amount of writing and reading. All students will be able to read and write their katakana name.
- Year 3 and 4 learn the hiragana alphabet and have individual reading and writing books.
- Students in year 5 have their own vocabulary book that also covers the 4 strands of the curriculum.
- Year 6: Work through the ‘Belts’ which encompasses all the Japanese they have learnt over the past 6 years, as well as some new material this year. Each Belt has 10 activities they need to achieve and then they will be awarded a certificate and a belt at assembly. They must wear their belt to class to work on their next colour belt. The Belts in order are: white, yellow, orange, green, blue, red and black.
- Every year we have 18 students from Minato Ku for 5 days and they homestay with families from years 5 & 6. This is a very successful language and cultural exchange program. Please let the office know if you are interested in hosting a student. The Grade 6’s also have the opportunity to Skype.
**Visual Arts**

- Students will be attending Visual Art classes for a 50 minute session each week.
- Students require a named SMOCK or shirt. Every class room has its own Smock BOX/BASKET.

In conjunction with the Dimensions *Creating and Making* and *Exploring and Responding* the students will explore focus areas such as:

- Drawing
- Painting
- Threads and Textiles
- Printing
- Construction
- Collage
- Modelling
- Mosaics

Within the context of these focus areas the elementary concepts of art are explored. Namely:

- Colour
- Texture
- Line
- Shape
- Space
- Form

* Art Appreciation and History are also incorporated within the program.

Students will be introduced to the work of such masters as:

- Nolan
- Kandinsky
- Picasso
- Klimt
Physical Education

- All sessions are 50 minutes.
- Hats are required at all Physical Education sessions in our Summer and Spring months for all Year levels.
- Sneakers/runners are the preferred option on the days your child has PE/Sport.
- There is no set sports uniform but it is preferable for girls to wear a skirt, shorts and a polo t-shirt rather than a summer dress on the days when Physical Education and sport sessions are on.
- In Years Prep 1 and 2 the focus is on basic movement skills, introduction to Basketball, cross country running, athletic skills, Gymnastics, simple social dances, Fundamental Motor skills and skipping.
- In Years 3 and 4 the focus is on the introduction to skills of the summer and winter sports, athletic skills, gymnastics, simple social dances, Fundamental Motor skills, complex movement skills, ball handling skills and skipping with a rope.
- In Years 5 and 6 the focus is on skills for the summer and winter sports, alternative sports, athletic skills, Gymnastics, fitness, game strategies and fair play.
- Prep-Year 4 2 week Intensive Swimming Program.
- Year 5 and 6 1 week Lifesaving program.
- Years 4, 5, 6 District Swimming, Athletics and Cross Country.
- Prep-6, House Swimming, Athletics and Cross Country.
Camp will be September 12th and 13th (last week Term 3)
Canteen Days: Monday, Wednesday, Friday (the canteen is closed the first and last week of every term)
Library the school library will re open soon we will continue to have regular visits to the Beaumaris Local library
Homework includes reading every night, spelling words will be written into their diary every Monday. Reading should be 20 minutes for reading and approximately 20 minutes for homework. Homework will be given from Monday to Friday, they will not be given formal homework during ERP times.
Diaries are an essential form of communication, they will be check by the teacher every Friday, absence notes must be handed in to the office
Extended absence - please let your teacher know if you are planning a family holiday or time away from school
The partnership between home and school is very important.

At Beaumaris Primary School a range of practices develop the partnership and enrich the school experience of students, parents and teachers.

Engagement in school life is enriched through a range of practices.

Communication about school and student happenings:

- Our weekly newsletter: Stop Press
- Statements of Intent posted on our school website
- Class newsletters posted on our website
- The Beaumaris PS website provides ongoing updated information about school organisation, policies and a school calendar of events
- Updated is a phone app that provides parents with reminders and information about day to day happenings
- Our Facebook page provides photos and news items about events at school
Communication between teachers and parents:

- Open classrooms at the beginning of the year and during the year
- Parent teacher interviews as needed throughout the year and formal interviews in June and November/December
- Phone calls and emails
- Letters, at the start of the year, from parents to their child’s new teacher
- Student Diaries
- Parent Information evenings to outline class programs and ways in which parents can support in the classroom and on excursions and camp
- Parent information sessions during the year facilitated by our English and Mathematics Consultants, Julie Shepherd and Sue Fine, focussed on understanding the curriculum and how parents can help their child at home
Parent involvement in school life:

* School Council and sub committees including Education, Finance, Buildings and Grounds and Marketing and Communication
* Parent Club including class parent representatives, support for community events during the year and fundraising
Thank you from the year 3 team

Questions?