

Year 3 2022



Year Three

3G Miss Hayley Gillett
3N Miss Sammy Nelson
3P Mrs Serah Pettitt



OUR TEAM

HPG

3/4B Mrs Anna Button

Year Four

4G Miss Eliza Griggs
4S Miss Kat Saul
4M Miss Katie Moore (Assistant Principal)

STUDY
HARD!

+ x ÷

Black sports shoes must be worn for regular AND sports uniform



Please ask your
child's teacher for
their sport and
library days

3N Classroom Expectations

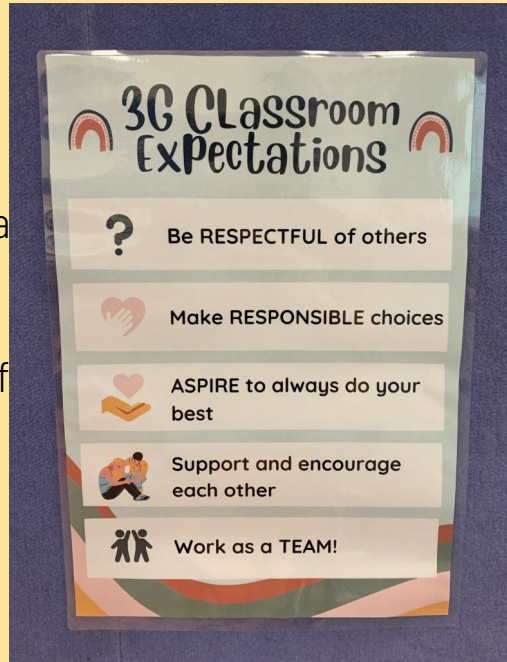
These were co-created as a class based on our school expectations of Respect, Responsibility and Aspire.

- Respect
- Kindness
- Polite
- Safe and responsible
- Positive
- Pride for objects, people, school

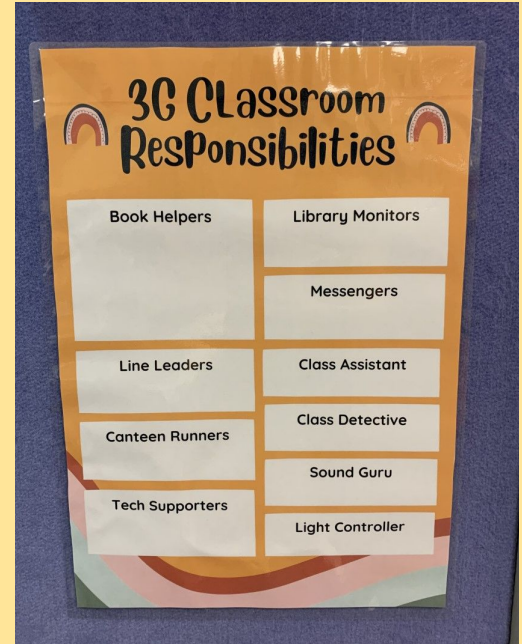


3G Classroom Expectations

These were co-created as a class based on our school expectations of Respect, Responsibility and Aspire.



These were co-created as a class based on what we thought were important roles in the classroom and what would help our team.



Year 3 Term 1 Learning Overview

Read through this to find out what your child is learning for term 1

ENGLISH

Writing and Representing

Stage 2 students will plan, compose, and review well-structured imaginative and persuasive texts. They will use simple and complex sentences, paragraphing and punctuation conventions characteristic of the various text types. Each week they will compose at least one written text independently and identify elements of their writing that need improvement using teacher and peer feedback. They will plan their texts using scaffolds and support their persuasive texts with research and examples. They will assess their own writing by checking for meaning, appropriate structure, grammatical choices, and punctuation.

Reading and Viewing

The Stage 2 reading program encourages students to build on their love of reading by exploring a range of engaging imaginative and persuasive texts. Students will learn to use comprehension strategies to build inferred meaning so that they are able to understand the deeper meaning of texts and expand their content knowledge. Students will be taught to use strategies including monitoring their reading by annotating texts, drawing connections between personal experiences and characters/events, identifying themes and perspectives in texts, summarising to find the main ideas and questioning.

Speaking and Listening

Students will learn to interact, contribute to and lead discussions effectively during pair, group, and whole-class situations. They will use interaction skills such as turn-taking and active listening and communicate in a clear, coherent manner using a variety of learnt vocabulary. This will help students to share information and ideas and negotiate in collaborative situations. They will also learn how to summarise their own views and report them to a larger group.

Handwriting and Digital Technologies

Students will learn to write using NSW Foundation Style cursive and explore joins that facilitate fluency and legibility. They will recognise that legibility requires consistent size, slope and spacing. Students will use word processing programs to construct, edit and publish their written texts.

Reflecting on Learning and Goal Setting

Students will jointly develop success criteria for the successful completion and assessment of their own and others' reading, speaking and written texts. They will learn to reflect on, plan and refine their own imaginative and persuasive compositions accordingly. With support from their teacher, students set writing and reading goals to help them keep track of their improvements.

Spelling and Punctuation

Students will discuss and use strategies for spelling difficult words such as applying their knowledge of spelling rules, morphemic word families, spelling generalisations and letter combinations including double letters. They will learn to identify spelling errors in their own writing and use a variety of strategies to make corrections. Through inquiry, students will understand how knowledge of word origins supports spelling. Students complete word work activities each day which include specific spelling words, sounds, rules and a grammar focus.

Spelling Overview: Our goal is for students to gain confidence in their attempts to spell difficult words in their written compositions.

Leaf e.g. from
-ness e.g. kindness
tr (Latin) means three e.g. tripod

ful e.g. rain
ment e.g. payment
quid (Latin) means four e.g. quadrangle

tu at e.g. gate
ful e.g. church
quit (Latin) means five e.g. quintet

ful e.g. lively
ful e.g. cliff
pent (Greek) means five e.g. pentamer

ful e.g. alert
ful e.g. graph
six (Latin) means six e.g. sextet

ful e.g. stir
ful e.g. claim
sept (Latin) means seven e.g. septenary

ful e.g. but
sch e.g. schape
oct (Latin) means eight e.g. octagonal

'v' never follows 'v'

e.g. sea, leave, live, leave

Short vowel Rule: When one syllable words have a vowel in the middle, the vowel usually makes its short sound. E.g. cat, man, pig, dog, bed.

Magic 'v' Bossy 'v' Final 'v'
An 'v' at the end of a word makes the vowel before it say its name (magic = make).
E.g. love, move, name, time, case.

Base words do not end with the letter 'a'
Spelling is easier for the letter 'a' if it ends with 'v' or 'v' at the end of a word.
E.g. sea, leave, live, leave.

The letter 'v' is always written with 'v' and it sounds like 'v'.
E.g. quick, quiet, queen, quiz, vision.

The letter combinations 'v' and 'v' are used to say 'v'. 'v' can say 'v' at the end of a word.
E.g. vision, vision, vision, etc.

The letter 'v', never 'u', is used to say 'v' at the beginning of a base word.
E.g. van, vision.

Grammar Focus - Term 1

nouns and noun groups

adjectives and conjunctions

direct and indirect speech

verbs

adverbs

pronouns

synonyms and antonyms

Mathematics

Number and Algebra

Whole Number: Understanding place value and arranging 4-digit numbers in ascending and descending order.

Addition and Subtraction: Jump: e.g. $823 + 56$ ($823 + 50 = 873$, $873 + 6 = 879$), split: e.g. $25 + 25 = 50$ and compensation strategies: e.g. $63 + 29$ ($63 + 30 = 93$, subtract 1 to obtain 92).

Multiplication and Division: Skip counting, arrays, repeated addition: e.g. 3×20 ($20 + 20 = 40$), sharing and grouping.

Fractions and Decimals: Halves, thirds, quarters, numerators, denominators, equivalent fractions and converting decimals.

Measurement and Geometry

Length: Estimating and converting between measurements (e.g. 10 millimetres = 1 centimetre, 5 cm 3 mm = 53 mm).

2D Space: Special quadrilaterals (parallelograms, rectangles, rhombuses, squares, trapeziums and kites), parallel lines, shape properties and right angles.

3D Space: Comparing faces, vertices, edges, curved and flat surfaces of prisms (including cubes), pyramids, cylinders, cones and spheres.

Position: Grid references, compass directions and map reading.

Statistics and Probability

Data: Column, line, picture, pie graphs and digital graphs, axes and surveys.

Strategies

- Guess, check and refine
- Make a table
- Draw a diagram
- Find a pattern or rule
- Make an organised list
- Work backwards
- Check for both relevant and irrelevant information within a question

PEH - Friendly Schools

Year 3 students will learn to create and maintain a friendly and safe school culture. Topics include self-esteem, when feelings get hurt, managing feelings, positive thinking, giving and making deposits (affirmations), making things better, bullying behaviours, how it feels to be bullied, choices and consequences and responding safely to bullying situations.

Physical Education

Stage 2 students will learn to actively participate in a broad range of movement contexts to develop their movement skills and enhance performance. They will have the opportunity to develop competence and confidence in Catag and netball during class sport sessions. For stage sport students will either participate in PSEA (1-ball or league tag) or a range of sporting activities lead by the teachers including dance, hockey, basketball and more.

HSIE - Geography

Perception of the Environment: Students will explore examples of different people and their views about their own local environment. They are given the opportunity to think about how people can have differing views about the same place and to think about how they feel about their own environment. Stage 2 also explore Aboriginal and Torres Strait Islander Peoples connection to country and their views about the environment.

Protection of the Environment: Students focus on sustainability and how different people, groups and communities sustain and protect their environment. Stage 2 investigate specific groups and individuals and what unique and universal actions are being taken to protect the environment.

Science and Technology - Earth and Space

Stage 2 students will inquire into the Earth's relationship with the Sun and how the Sun, Earth and Moon interact. They will learn that the rotation of the Earth on its axis causes regular changes, including night and day and the pattern of the seasons. Students will develop their working scientifically, questioning, research and investigation skills. They will communicate their understanding of Earth and Space Sciences. Elements of digital technology, human endeavour and design and production skills are incorporated into the lessons.

Creative Arts - Visual Arts

The creative arts unit integrates with the science unit about earth and sun. Students will explore different artists (Vincent Van Gogh, Claude Monet, Georges Seurat and Edward Munch) from a range of art movements, and experiment with different techniques and materials. They will also explore traditional Aboriginal artworks of the Dharawal People. Students may be exposed to sketching, watercolours, acrylic painting, ceramics, colour mixing and blending using oil pastels.

Digital Technology

Year 3 will continue to develop their computer and technology skills through the use of classroom iPads, Stage 2 laptops and their weekly computer room lessons. They will learn to use Google Documents and Google Slides to collaborate and create online editable documents.

Writing

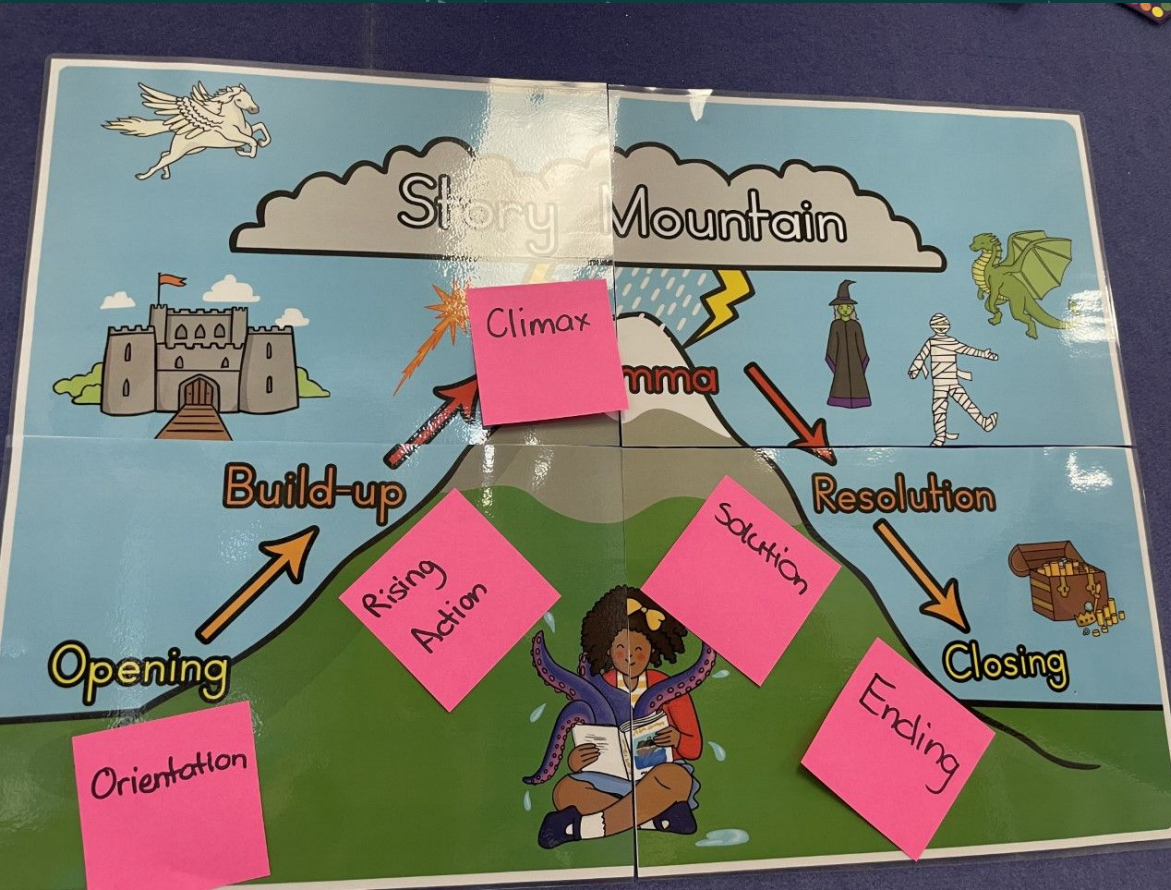
Students will compose imaginative texts that engage a reader through interesting language, structure and development of their story.

Students will compose persuasive texts that convince the reader of their opinion using reliable facts, strong modal language and evidence.

WRITING SEQUENCE

<u>Week 1/2:</u> <u>Imaginative</u>	<u>Week 3:</u> <u>Imaginative</u>	<u>Week 4:</u> <u>Imaginative</u>	<u>Week 5:</u> <u>Imaginative</u>	<u>Week 6:</u> <u>Imaginative</u>	<u>Week 7:</u> <u>persuasive</u>	<u>Week 8:</u> <u>Persuasive</u>	<u>Week 9:</u> <u>persuasive</u>	<u>Week 10</u> <u>persuasive</u>
Setting writing expectations and individual goals Main ideas in writing Character development Vocabulary focus Planning focus Using Success Criteria to improve our writing	Planning stories using the theme of resilience Writing an introduction – Hooks	Problems Solutions Exciting endings	Themes Blurbs	Themes Bump it up Plan Compose Publish	individual PERSUASIVE writing goals OREO structure revision success criteria for persuasive introduction techniques	The Power of a Picture – persuasive letter writing <i>Including facts from research in our reasons and examples</i> High modality language	Persuasive letters and posters/advertisements <i>Persuasion of their product through a letter and poster</i> <i>Visual persuasive techniques</i>	CHOOSE A SIDE persuasive writing Debates Improving our writing using our individual goals

Writing



Paragraph 1 – Orientation

- ☐ Start with dialogue from the characters
- ☐ Describe the setting
- ☐ Describe the characters
- ☐ Tell me what's happening at the beginning

Paragraph 2 – Rising Action (1)

- ☐ Who is it happening to
- ☐ What is happening in the scene and characters
- ☐ When – time of day
- ☐ Where are they, what do they see, feel, touch
- ☐ Why are they there?
- ☐ How did they get there?

Paragraph 3 – Rising Action (2)

SAME AS ABOVE

Paragraph 4 – Climax

What is the big problem?

Paragraph 5 – Solution

How do you fix the problem?

Paragraph 6 – Ending

End your story with a

- ☐ Hope/wish
- ☐ Decision
- ☐ Lesson learned

Plot Mountain - Little Red Riding Hood

Climax: The wolf gobbles up grandma. Then Little Red Riding Hood arrives at grandmas house and then she gets gobbled up by the wolf too.

Rising Action 2: The Wolf sneaks into grandma's house.

Solution: The ranger hears the commotion and scares the wolf to cough out Little Red Riding Hood and her Grandma.

Rising Action 1: Little red Riding hood bumps into the wolf. He suggests to her to get lovely flowers from the forest (off the path)

Introduction:

Little Red riding hood walks along the path to give cheese and biscuits to her sick grandma.

Ending: Both thanked the kind ranger for saving them. Then the Grandma ate Little Red Riding Hood's cheese and biscuits and immediately felt better.

KAYSHAV

Add more
adjectives to
writing

1	2	3	4	5	6	7	8	9	10	11	12
4	6	8	10	12	14	16	18	20	22	24	
6	9	12	15	18	21	24	27	30	33	36	
8	12	16	20	24	28	32	36	40	44	48	
10	15	20	25	30	35	40	45	50	55	60	
12	18	24	30	36	42	48	54	60	66	72	
14	21	28	35	42	49	56	63	70	77	84	
16	24	32	40	48	56	64	72	80	88	96	
18	27	36	45	54	63	72	81	90	99	108	
20	30	40	50	60	70	80	90	100	110	120	
22	33	44	55	66	77	88	99	110	121	132	
24	36	48	60	72	84	96	108	120	132	144	

Goal
setting in
3N

EVIE

#GOALS

To show me
how the
character is
feeling

1	2	3	4	5	6	7	8	9	10	11	12
4	6	8	10	12	14	16	18				
6	9	12	15	18	21	24	27				
8	12	16	20	24	28	32	36				
10	15	20	25	30	35	40	45				
12	18	24	30	36	42	48	54				
14	21	28	35	42	49	56	63				
16	24	32	40	48	56	64	72				
18	27	36	45	54	63	72	81				
20	30	40	50	60	70	80	90				
22	33	44	55	66	77	88	99				
24	36	48	60	72	84	96	108				

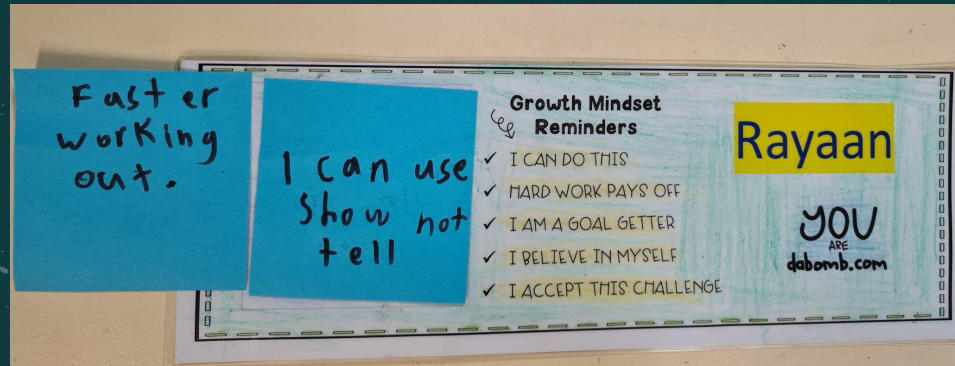
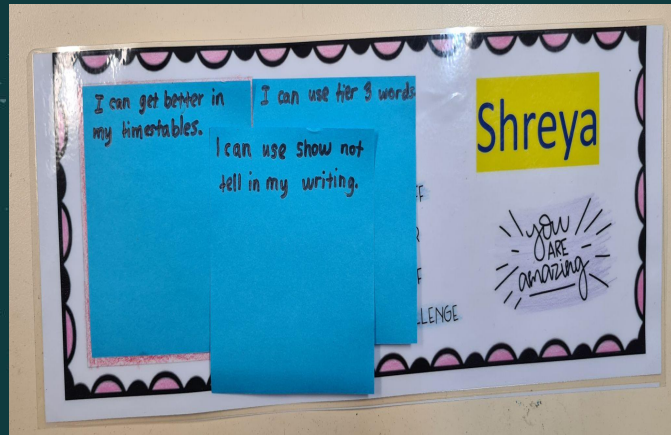
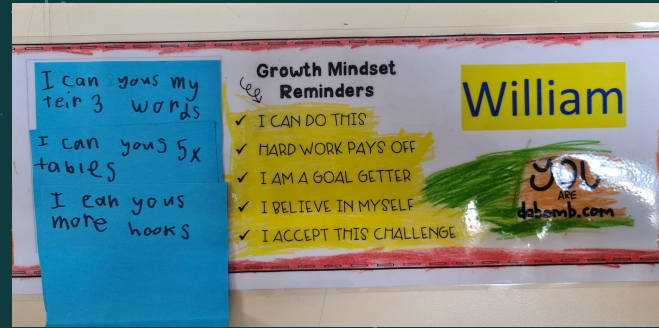
JUSTIN

Show the
reader what's
happening

1	2	3	4	5	6	7	8	9	10	11	12
4	6	8	10	12	14	16	18	20	22	24	
6	9	12	15	18	21	24	27	30	33	36	
8	12	16	20	24	28	32	36	40	44	48	
10	15	20	25	30	35	40	45	50	55	60	
12	18	24	30	36	42	48	54	60	66	72	
14	21	28	35	42	49	56	63	70	77	84	
16	24	32	40	48	56	64	72	80	88	96	
18	27	36	45	54	63	72	81	90	99	108	
20	30	40	50	60	70	80	90	100	110	120	
22	33	44	55	66	77	88	99	110	121	132	
24	36	48	60	72	84	96	108	120	132	144	

Our Classroom

Goal Setting in 3P





Reading

WALT: Identify themes in stories, find the main ideas, make inferences and recognise persuasive techniques



READING SEQUENCE

Week 1/2:

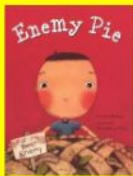
Character traits
Making connections
Themes
Expression

Summarising
Main Ideas



Week 3:

Stories about resilience.
Using dialogue and texts to make inferences



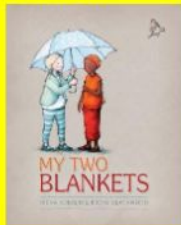
Week 4:

Monitoring our understanding
Identifying the main idea
Using images to make inferences



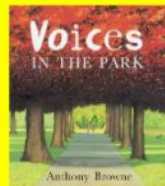
Week 5:

Themes
Perspective
Inferences



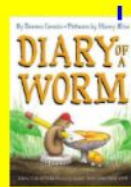
Week 6:

Themes
Making own literal and inferential questions



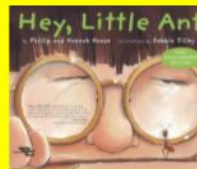
Week 7:

The need for background knowledge to make inferences



Week 8:

Persuasive language used in books



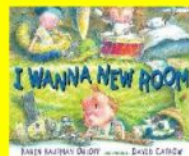
Week 9:

Viewing-
Persuasive
Advertisements



Week 10:

Persuasive language used in books



How to support your child's inferential comprehension at home

Think aloud while reading with your child or while listening to them read.

E.g. Share connections you make with the text and things you are curious about.

Ask questions while reading and viewing texts.

E.g. While watching a television show or watching a movie ask, "How do you think the character is feeling?" "Why do you think the character did that?" "What do you think the character learnt?"

When your child asks you the meaning of a word, share what you would do.

E.g. Keep reading the text, share synonyms.
Encourage your child to use the word throughout the week in conversation with you.

Share your inferences from reading and viewing a range of texts.

E.g. Persuasive (I can infer that this advertisement is trying to sell...), informative (I can infer that this website is trying to inform me about...) and imaginative texts (I can infer from this story that this character is disappointed because...)

Mathematics: Year Three



Number and Algebra:

- Whole Number: Place value and ascending and descending order
- Addition and Subtraction: Jump, split and compensation strategies
- Multiplication and Division: Skip counting, arrays, repeated addition, sharing and grouping
- Fractions and Decimals: Halves, thirds, quarters, numerators, denominators, equivalent fractions and correlating decimals

Measurement and Geometry:

- Length: Estimating and converting between measurements
- 2D Space: Special quadrilaterals, parallel lines, shape properties and right angles
- 3D Space: Faces, vertices, edges, curved and flat surfaces, prisms and pyramids
- Position: Grid references, compass directions and map reading



Statistics and Probability:

- Data: Column, line, picture, pie graphs and digital graphs, axes and surveys

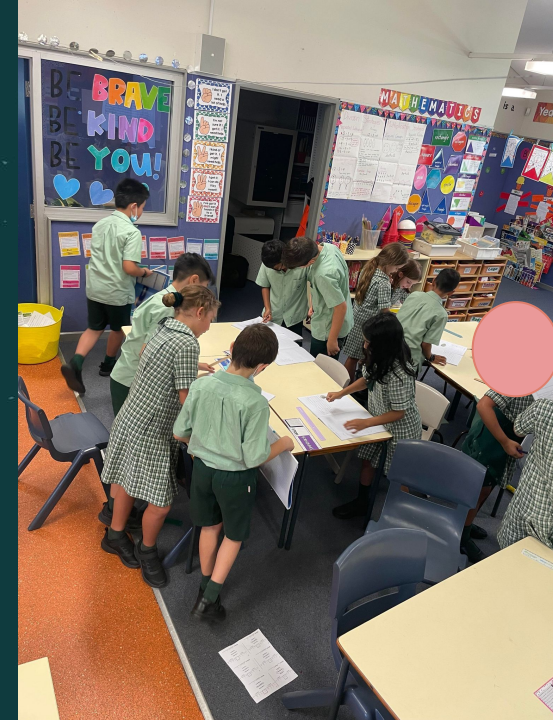
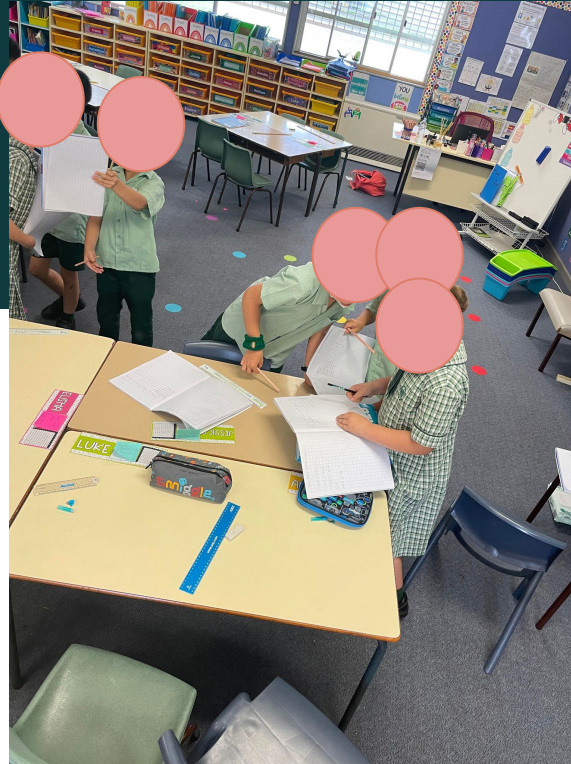
Mathematics: Year Three



Investigations,
hands-on, practical,
open-ended tasks,
problem solving and
applying skills

Strategies

- Guess, check and refine
- Make a table
- Draw a diagram
- Find a pattern or rule
- Make an organised list
- Work backwards
- Check for both relevant and irrelevant information within a question



How you can help at home with your child's learning in Mathematics

Help your child memorise their multiplication tables

Your child should **see, hear, say** and **write** them.

Build your child's Maths vocabulary

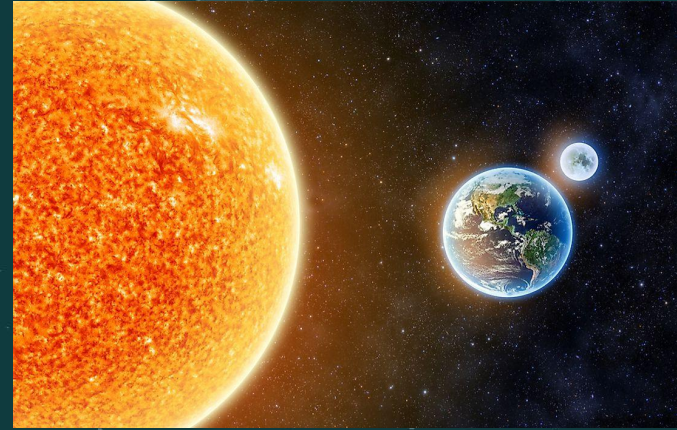
E.g. Use the terms 'one litre of milk', 'one kilo of flour', 'teaspoons', 'millilitres', 'cups', 'fractions' when cutting food, etc.

Discuss Maths concepts you find around you

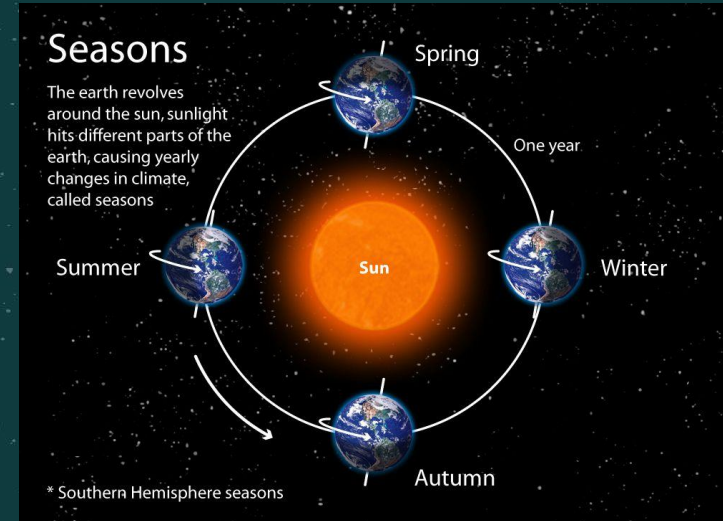
When watching sports, watching the weather, sharing recipes, browsing catalogues, travel timetables, handling money

SCIENCE

Earth and Space



- Earth's relationship with the Sun and how the Sun, Earth and Moon interact.
- rotation of the Earth on its axis causes regular changes, including night and day and the pattern of the seasons
- develop their working scientifically, questioning, research and investigation skills.





GEOGRAPHY



Perception and Protection of the Environment



- explore examples of different people and their views about their own local environment.
- given the opportunity to think about how people can have differing views about the same place and to think about how they feel about their own environment.
- explore Aboriginal and Torres Strait Islander Peoples connection to country and their views about the environment.
- focus on sustainability and how different people; groups and communities sustain and protect their environment.
- investigate specific groups and individuals and what unique and universal actions are being taken to protect the environment



Term 1 Digital Technologies



Integrated Learning

Our students will have weekly computer room lessons and access to laptops and iPads. Students will be publishing their written texts using word processing programs.

They will continue to develop their typing skills and skills when using Google Docs and Google Slides.

PDHPE: Year 3

Term One

Friendly Schools Program

- My self esteem
- Managing our feelings
- How it feels to be bullied
- Choices and consequences
- Responding to others

Sport

- PSSA – League tag and t-ball
- Class sport – netball skills
- Stage sport – rotation between newcomball, European handball, dance, soccer and netball





Creative Arts

Term 1: Visual Arts

Term 1: art
integrated with
Science unit

Students will explore different artists (Vincent Van Gogh, Claude Monet, Georges Seurat and Edvard Munch) from a range of art movements, and experiment with different techniques and materials. They will also explore traditional Aboriginal artworks of the D'harawal People.

Students may be exposed to sketching, watercolours, acrylic painting, ceramics, colour mixing and blending using oil pastels.

What is NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7, and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.

When will the test take place? 10th – 20th May approx.

What happens if my child is sick on the day of testing? There will be back up days just in case

What will be tested? reading, writing, spelling, grammar and numeracy.

Is writing on paper or computer? Paper

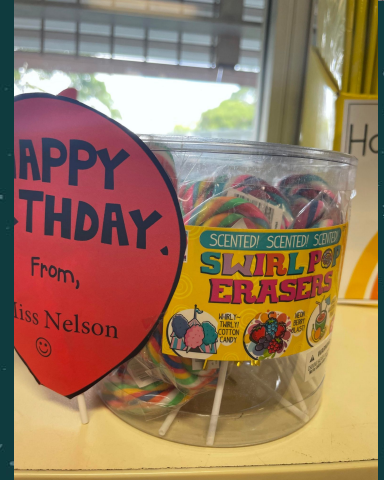
How long do students have for writing? 45 minutes

NAPLAN
NATIONAL ASSESSMENT PROGRAM
Literacy and Numeracy

NAPLAN FAQ

BIRTHDAYS

- We LOVE celebrating birthdays.
- Feel free to send in treats for your child's birthday.
- These must be purchased wrapped (COVID19 SAFETY)
- These will be sent home with your child
- **ALLERGIES** - There are students in Stage 2 with anaphylaxis and some with allergies. Please be mindful when sending food to school.



Please return the
homework note

1

READING

-EVERY NIGHT

2

MATHLETICS

- Online
- Teacher will assign activities
- Teacher will advise of usernames and passwords

HOMEWORK

3

Activity grid

Students can work through the activity grid at their own pace throughout the term. They can take photos of their work to upload to Seesaw.

4

SPELLING

Weekly list words sent home

Stage 2 Homework Grid

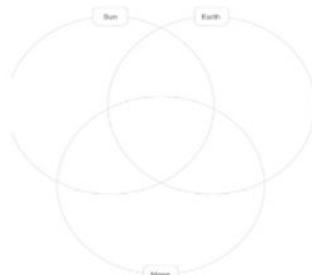
Term 1, 2022

1. Please read every day
2. Practise your spelling words. These will be given to you by your teacher each week.
3. Complete the set 'Mathletics' tasks. See your teacher if you have forgotten your username or password. This is to be done weekly
4. Please aim to complete ALL activities in the grid, BY THE END OF TERM 1. These are self paced, so you can manage your time

Science

Complete the Venn Diagram to compare the Sun, Earth and Moon.
What is different? What is the same?

Spend time at night looking at the shape of the moon and the placement of the stars. What in the sky changes each night?



Geography

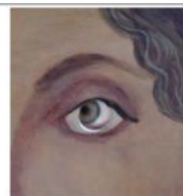
Is it important to put our rubbish and recycling in the correct bins? Why or why not?

Come up with your own creative plan for stopping pollution ending up in the ocean or how to clean it once it is already in the ocean.



Writing 1: Imaginative

"The eyes in the painting follow him down the corridor." Use this idea to write an imaginative story. Use either the hamburger or five finger scaffolds to plan your stories. Remember to have a hook, descriptive language using SHOW don't tell, a problem and an exciting ending.



Writing 2: Persuasive

Using the OREO structure, write a persuasive



text that explains what the best superpower is. Give reasons and examples as to why this power would be the greatest. Remember to edit your writing and use strong persuasive language.

Computer skills

Use Google Docs to create a poster about you! Include images, fonts, borders, text boxes, shapes and more! Share with your teacher's email!

Typing Skills

<https://www.typing.com/student/game/keyboard-ninja>
Play Keyboard Ninja online! Practise locating the letters and see what score you can get!



Creative Arts

How to Draw Greg from Diary of a Wimpy Kid!

<https://www.youtube.com/watch?v=dwIreZBtKMM>

Use the Art for Kids Hub YouTube channel to draw Greg! Follow along with the directions and add your own details too!

You can also add colour or a background.



PE

Throwing and Catching: Go to the park and practise throwing and catching a ball or a frisbee with a friend or family member. How many can you get in a row without dropping it? Try moving further back to see how far you can throw it accurately.



• Permission to Disclose •

inquisitive

We encourage permission to disclose so that we can use the programs to:

- support student learning, tracking and assessment
- report to parents and share student work/ learning
- enable teachers to meet student needs through the access and recording of student learning, assessment and tracking data



PLEASE SIGN A BLUE PERMISSION TO DISCLOSE NOTE AND
RETURN TO Miss Nelson



Please help us focus on your child's learning and growth by staying in the loop!



school newsletter

available every Monday



sZapp

App to get important notices to you. The access PIN will be sent to you via email. It is important you attach your details to your child/ren's class, year group and any other extracurricular group your child is involved in to receive all notifications.



seesaw app

an app focused on documenting your child's learning. See log in sheet to join



Year 3 teacher emails

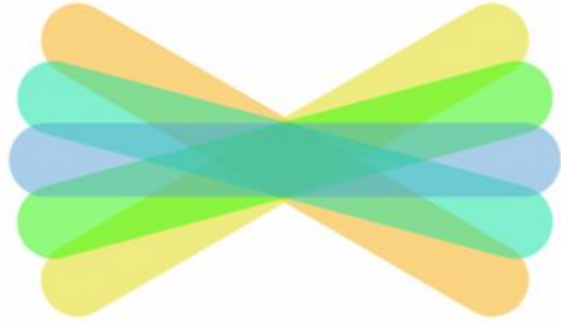
hayley.gillett2@det.nsw.edu.au

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serah.pettitt@det.nsw.edu.au

Get involved with your P&C who meet every second Monday of the month.

How to see work samples and photos.
Seesaw family app



FAMILY



Commenting on Your Child's Learning in Seesaw

WARM **COOL**
FEEDBACK **FEEDBACK**
IT'S HELPFUL TO GET BOTH!

I really enjoyed...
I liked how you...
It was great when you...
The best bit was...

It would be even better if...
How about you...?
Did you think of...?
I'd like it even more if you...



PLAY

STUDY

CREATIVITY
THANKS!
SPORTS