YEAR 3 INFORMATION EVENING

Teachers:  Mrs Emma Distante
          電子郵件: distante.emma@johnxxiii.edu.au
          Ms Kylie Allen
          郵件: allen.kylie@johnxxiii.edu.au
          Mrs Liz Gardner
          郵件: gardner.liz@johnxxiii.edu.au

Education Assistant: Mrs Rosanna Kojundzich
                     Mrs Sushma Das
PRAYER

Lord Jesus, you are with us now.
Help us recognise your presence in each other.
May friendship flourish here.
Fill us with a deep sense of peace.
Inspire us to listen with attention and patience to each other, to share with courage and generosity, and to welcome the ideas of all.
May this meeting of ours strengthen our friendship, build our community and increase our confidence in ourselves and our school.

Amen.
RELIGIOUS EDUCATION

• **Term 1** - Christian Conscience
  Loving Like Jesus - Lent Easter

• **Term 2** - Water of Life – Baptism
  Gathered As One – Church

• **Term 3** - Sharing Jesus’ Special Meal - Eucharist
  Speak from the Heart - Prayer

• **Term 4** - Strengthened by the Spirit- Confirmation
  Gifted by the Word- Advent/Christmas
SACRAMENTS

• Students in Year 3 receive the Sacrament of Reconciliation

• Children will be taught the necessary content through their Religion lessons

• Children will learn the steps of Reconciliation at school for their special day.
• Mandated by the Archbishop in 2012

• All sacraments will be received in your parishes.

• Any correspondence received by the school will be passed on.

• Ultimately however the responsibility lies with parents and you are encouraged to contact your parishes asap.
AUSTRALIAN CURRICULUM

• http://www.australiancurriculum.edu.au/
LITERACY

• Literacy Dedicated Time - whole, part, whole
• Spelling – word study
• Language conventions – grammar, punctuation, editing
• Reading – guided, shared, independent, class book, response
• Writing – modelled, guided, independent
ELEMENTS OF DEDICATED TIME

Whole Class Focus:
Teacher Led Group:
Independent Groups:
Whole Class:
<table>
<thead>
<tr>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHOLE CLASS 15 MIN READING READING GROUPS 30 MIN WHOLE CLASS 10 MIN METACOGNITION</td>
<td>WHOLE CLASS 15 MIN READING WRITING GROUPS 30 MIN WHOLE CLASS 10 MIN METACOGNITION</td>
<td>WHOLE CLASS 15 MIN READING READING GROUPS 30 MIN WHOLE CLASS 10 MIN METACOGNITION (EVEN WEEK ICT)</td>
<td>WHOLE CLASS 15 MIN READING WRITING GROUPS 30 MIN WHOLE CLASS 10 MIN METACOGNITION (ODD WEEK ICT/TECH)</td>
<td>WHOLE CLASS 15 MIN READING READING GROUPS 30 MIN WHOLE CLASS 10 MIN METACOGNITION</td>
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</table>
NUMERACY
Number & Algebra, Measurement & Geometry, Statistics and Probability

• Numeracy Dedicated Time
• Mental maths strategies
• Hands on, open ended
• Differentiation
• List of key outcomes eg times tables
• Planned against the Australian Curriculum
<table>
<thead>
<tr>
<th>Growth Points for Number</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<td>La Rote Counting</td>
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<td>10 Counting Collections</td>
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<tr>
<td>2 Counting by 1's (whole number) counting ones before/after</td>
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<tr>
<td>15 Counting from 1 to 5</td>
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<td>4 Counting from 1 to 5</td>
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<td>5 Counting from 1 to 5</td>
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<td>7 Counting from 1 to 5</td>
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<tr>
<td>7.1 Counting by fractions and decimals fractions</td>
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<tr>
<td>7.2 Reading and Counting</td>
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</tbody>
</table>
Whole-Part-Whole Approach
Mental maths activities. Teaching students mental strategies (approx. 10min)
Focus on important mathematical ideas. Make mathematical focus clear approx. (10-15min)

<table>
<thead>
<tr>
<th>Group</th>
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</thead>
<tbody>
<tr>
<td>Teacher focus group</td>
<td>Determined by needs of individuals</td>
<td>Determined by needs of individuals</td>
<td>Determined by needs of individuals</td>
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</table>

Sharing and reflection on learning (10-15min)
END OF YEAR 3

• Connection between addition and subtraction
• Solve problems using efficient strategies for multiplication.
• Represent unit fractions.
• Represent money values in various ways.
• Identify symmetry in the environment.
• Positions on maps.
• Angles in real situations.
• Interpret and compare data.
• Count to and from 10 000.
• Odd or even.
• Addition and multiplication facts for single digit numbers.
• Count out change.
• Number patterns involving addition and subtraction.
• Metric units for length, mass and capacity.
• Time to the nearest minute.
• Three-dimensional objects.
• Possible outcomes.
SCIENCE and SOSE

• **Science**
  - Biological – Living/non living
  - Chemical – solids and liquids
  - Earth and Space – the sun, day & night
  - Physical – how heat is produced

SOSE
  - History – Community and Remembrance
  - Culture – countries of the world
  - Place in Space – regions
  - Resources – the environment and sustainability
REPORTING AND ASSESSMENT

• Term 1 – Parent meetings. Three way meeting with the student
• Term 2 – Reports
• Term 3 – Open night
• Term 4 – Reports

NAPLAN DATES
14 – 16 May
Bishop’s Assessment
Term Three
SPECIALISTS

- **Art** - Jane Roche
- **Music** - Shelley Morrell
- **Information Technology** - Tara Purcell
- **Library** - Lorraine Holmes
- **Languages** – Japanese – Elena Rowson
- **Sport** – John Alderman
# 3G Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period 1:</strong></td>
<td>8.50-9.45</td>
<td>WORD STUDY SPELLING</td>
<td>READING GROUPS ICT (EVEN WEEKS)</td>
<td>WRITING GROUPS</td>
<td>Mass/Assembly WORD STUDY SPELLING</td>
</tr>
<tr>
<td><strong>Period 2:</strong></td>
<td>9.45-10.40</td>
<td>GRAMMAR SPELLING</td>
<td>WORD STUDY SPELLING</td>
<td>GRAMMAR SPELLING</td>
<td>HEALTH</td>
</tr>
<tr>
<td><strong>Period 3:</strong></td>
<td>11.00-11.55</td>
<td>MATHS</td>
<td>MATHS</td>
<td>MATHS</td>
<td>MATHS</td>
</tr>
<tr>
<td><strong>Period 4:</strong></td>
<td>11.55-12.50</td>
<td>HANDWRITING NEWS</td>
<td>HANDWRITING NEWS</td>
<td>RELIGION NEWS 3-6: Choir</td>
<td>MATHS RELIGION NEWS</td>
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<tr>
<td><strong>Period 5:</strong></td>
<td>1.30-2.20</td>
<td>RELIGION</td>
<td>SILENT READING RELIGION</td>
<td>LIBRARY</td>
<td>SILENT READING LITERACY</td>
</tr>
<tr>
<td><strong>Period 6:</strong></td>
<td>2.20-3.15 (PLT MEETING)</td>
<td>MUSIC</td>
<td>SCIENCE (ODD) SOSE (EVEN)</td>
<td>JAPANESE</td>
<td>% SPORT</td>
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<tr>
<td></td>
<td>Wanj Voices Choir @ 3.30pm</td>
<td>ART</td>
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<td>LIZ</td>
<td>KYLIE</td>
<td>LIZ (ODD)</td>
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<td>KYLIE (EVEN)</td>
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</tbody>
</table>
# 3B Timetable

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<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td><strong>Period 1</strong></td>
<td>English</td>
<td>English</td>
<td><strong>ICT (odd weeks)</strong>/English</td>
<td>English</td>
<td>English</td>
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<tr>
<td><strong>Period 2</strong></td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>Health</td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>Religion</td>
<td>Religion</td>
<td>Society &amp; Environment</td>
<td>Mathematics</td>
<td>English</td>
</tr>
<tr>
<td><strong>Period 4</strong></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td><strong>CHOIR (in Chapel, YRS 3 – 5)</strong></td>
<td>Mathematics</td>
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<tr>
<td><strong>Period 5</strong></td>
<td>Science</td>
<td>Art</td>
<td>Phys Ed</td>
<td>Japanese</td>
<td>Religion</td>
</tr>
<tr>
<td><strong>Period 6</strong></td>
<td>Technology &amp; Enterprise</td>
<td>Music</td>
<td>Religion</td>
<td>Library</td>
<td>3/4 Sport</td>
</tr>
</tbody>
</table>

*Period 1 (8.50am-9.45am)  
Period 2 (9.45am-10.40am)  
Period 3 (11.00am-11.55am)  
Period 4 (11.55am-12.50pm)  
Period 5 (1.30pm-2.20pm)  
Period 6 (2.20pm-3.15pm)*
EXPECTATIONS IN YEAR 3

• Independence – being punctual, homework, group work, in class transitions
• Organisation – diaries, desks, equipment ready for the day,
• Ownership and reflection of own learning
• Resiliency – development of self confidence and ability to voice concerns if in need of support.
• Managing situations in appropriate ways.
• Making choices and evaluating those choices
BEHAVIOUR MANAGEMENT

• Seek Justice – School Motto
• Positive reinforcements – whole class, group points – individual chart moves
• Negative consequences – warning – 3 chart moves – think slip - parent contacted
• Class and playground rules to follow
• Clear guidelines
HOMEWORK

Homework book containing English and Maths activities

Staggered start for spelling (sort and say words each night)

Reading Log (kept in diary)

Diary signed once a week

Note if anything is not complete

Diary is to be at school every day

Parent notified if homework is regularly not completed
Parent
Representatives
Questions

THANK YOU

DRIVE HOME SAFELY