

Parent Information

2022



Gordon West Public School

Year 3

Contact Details

Email: gordonwest-p.school@det.nsw.edu.au

Phone: 9498 4644

	3S Gill Spencer	3W Jessica Wolujewicz	3D Zoe Davies
Monday			
Tuesday	Sport (Andy Lee) Library (Jada Whiteman)	Sport (Andy Lee) Library (Jada Whiteman)	Sport (Andy Lee) Library (Jada Whiteman)
Wednesday	Computers (Diana Papic)	Computers (Diana Papic)	Computers (Diana Papic)
Thursday	Science (Kim Shields)	Science (Kim Shields)	Science (Justine Park)
Friday	School Sport/PSSA	School Sport/PSSA	School Sport/PSSA

Stage 2 Curriculum

Below is a table of the key learning areas that will be covered and the topics that will be incorporated into the first term.

- English
- Mathematics
- Science & Technology
- History and Geography
- Personal Development, Health and Physical Education (PDHPE)
- CAPA - Visual Art, Music , Dance, Drama

English

Students will be provided with opportunities to respond to and compose texts through a range of reading and writing, speaking and listening and writing and representing activities.

They will learn to use language effectively, appreciate, and reflect on their learning. In English, students will engage in activities that are imaginative, creative, interpretive, critical and powerful.

Throughout the year, they will respond to a wide range of texts. They will read and view examples of spoken texts, print texts, visual texts, media, multimedia and digital texts.

Reading and Viewing

Students will read and view a variety of quality texts including, novels, School Magazine and documentaries. They will develop an appreciation and enjoyment of literature and learn about grammar, punctuation, vocabulary and techniques authors use to engage their audience.

Speaking and Listening

Students will engage in class discussions related to a variety of topics studied across the key learning areas. Opportunities will be provided for students to work independently, in pairs and cooperatively in groups and to present formal presentations, including speeches.

Writing and Representing

Types of Texts - Students will write a range of imaginative, persuasive and informative texts. During writing activities, they will be encouraged to identify spelling errors, edit and proofread their work and enhance their writing.

Handwriting - students will continue developing their handwriting skills with the introduction of cursive style handwriting through class lessons.

Spelling - Students will be using the spelling text book 'Sound Waves'. They will become familiar with various ways of representing sounds, blends and letter clusters in writing. They will develop an increasing bank of known and unknown spelling words and knowledge of spelling rules.

The following is a breakdown of the written response styles that will be taught this year.

Term 1	Term 2	Term 3	Term 4
Persuasive	Imaginative	Informative and Descriptive	Poetry and Procedures

Grammar, Punctuation and Vocabulary

These will be taught in context and related to reading and writing, speaking and listening and writing and representing activities. Students will be encouraged to experiment with a range of more complex vocabulary, punctuation and grammar to enhance their writing.

Mathematics

Students will engage in teaching and learning activities that encourage them to be confident users of mathematics.

Working Mathematically -Students develop understanding and fluency through inquiry, exploring and connecting mathematical concepts, choosing and applying problem solving skills and mathematical techniques, communicating and reasoning. Working mathematical skills will be developed across all strands and sub-strands of mathematics.

These include:

Number & Algebra	Measurement & Geometry	Statistics & Probability
Whole Number	Length	Data
Addition & Subtraction	Area	Chance
Multiplication & Division	Volume & Capacity	
Fractions & Decimals	Mass	
Patterns & Algebra	Time	
	Three-Dimensional Space	
	Two-Dimensional Space	
	Angles	
	Position	

Numerous mathematical concepts will be covered in Stage 2. All concepts will be explicitly taught through practical activities using a range of mathematical equipment. A strong emphasis will be placed on quick number recall and linking mathematical concepts to real life examples. Assessments will be carried out to monitor progress. Regular revision at home on tables and mental strategies is helpful. The *Mathletics* computer program will complement the classroom activities and is an optional component of our homework.

Throughout the year in mathematics, the program will be differentiated to accommodate the specific needs of individual students. Enable or extension/enrichment will be given to students as required.

Science & Technology

Science in Stage 2 will be taught by Justine Park or Kim Shields for 60 minutes each week.

Science and Technology will be taught through a variety of fun and challenging experiments. Four main inquiry questions will be investigated during the year. These include

- Term 1: What occurs as a result of the interactions between the Earth and the sun?
- Term 2: How can we group living things?
- Term 3: How can objects affect other objects with or without touching them?

- Term 4: How do materials change when heated and cooled?

History and Geography

In History and Geography, the focus is on developing a strong link to culture, tradition and the environment.

The history component will be focusing on the theme of **Community and Remembrance**

The geography component will investigate the themes:

Year 3: Places are Similar and Different.

Year 4: Earth's Environment

Personal Development, Health and Physical Education

- Term 1: Sport (Andy Lee), Road Safety
- Term 2: Sport (Andy Lee), Drug Education
- Term 3: Sport (Andy Lee), Child Protection
- Term 4: Sport (Andy Lee), Healthy Lifestyle,

You Can Do It! is a class based, pastoral care program which helps to develop positive attitudes and social-emotional skills (resilience, confidence, persistence, organisation, getting along) and encourages students to achieve the best of their ability and to experience high levels of wellbeing. The program is designed to foster the development of social and emotional capabilities, including the five keys to success: confidence, persistence, organisation, getting along, and resilience.

Creative and Performing Arts

The creative arts provide opportunities for students to learn to work within and learn about the art forms of visual arts, music, drama and dance.

Visual arts – are provided with opportunities to make and appreciate arts works. How artists work and how it relates to them. An art smock is recommended for all students.

Music – Throughout the year students will be provided with opportunities to perform, organise sound and listen by experiencing musical concepts. They will learn about the elements of music through singing in the classroom and arranging musical compositions using technology.

Drama – Students will explore elements of drama based on their learning experiences related to their work in English and HSIE. Examples include role play, reader's theatre etc.

Dance – Students will participate in a dance program.

Information and Communication Technology

Today's students are both engaged with and have an affinity for technology. To educate and prepare our students for an increasingly technology-driven world teaching staff use technology to facilitate high quality teaching and learning to more fully engage students.

To support teaching and learning all computers are networked. They have a fast, secure and filtered connection to the Internet to facilitate research and collaboration. All students have their own login and password to access the School's ICT network and the Student Portal.

Stage 2 students have access to a bank of iPads to use in the classroom. These are available to each class on many occasions throughout the week. In addition, there are desktop computers available in all classrooms, computer lab and library.

Students will develop their understanding of Digital Citizenship and how to be safe online. They will increase their proficiency in creation programs such as *Prezi* and *Glogster* and learn the basis of computer coding using *Scratch*.

Scripture/Ethics

Weekly scripture/Ethics and ethics sessions occur on a Wednesday from 12:25 pm to 1:05 pm.

Sport

All students in Stage 2 will be participating in a class sport each Friday (Sports uniform to be worn)

Homework

Compulsory homework includes the following:

- **Reading for 20 minutes** each night. Please record book title in student diaries and parent sign off. Teacher collects on Fridays.
- Complete assigned **Maths Mentals** work. Please send in on Wednesday and Friday for class marking.
- Complete 1 Spelling Activity from the **Spelling Grid** each week in homework book. Teacher collects on Fridays.

Other optional tasks include:

- Soundwaves online
 - Mathletics
- *details on homework grid*

General Information

- Students are also given praise, encouragement, stickers, stamps, table points, house points as positive reinforcement.
- As **school rolls** are legal documents, please make sure a letter is sent each time your child is absent. If your child is late to school or needs to leave early, parents **MUST** call

at the office where staff will assist you and print your leave slip. **School hours are 9:10am to 3:10pm.**

- Make sure your child's clothing (especially hats and raincoats) is **clearly labelled**.
- Please provide a labelled art smock (or old large t-shirt).
- **Stage 2 Teacher Meetings** - On Monday and Tuesday afternoons and Wednesday mornings, all teachers attend staff meetings or professional development.
- We value a close relationship between home and school. If you have any questions regarding school or if there are any issues you feel are important for us to know about, in relation to your child, please do not hesitate to contact us.

Helping with Home Reading

Before Reading	<ul style="list-style-type: none"> • Talk about the cover, the title and the pictures. • Encourage the student to guess what the book may be about.
During Reading	<ul style="list-style-type: none"> • Discuss the story so far. • Encourage the student to guess what might happen next. • Ask him/her questions about the story and characters.
After Reading	<ul style="list-style-type: none"> • Talk about the story. • Ask questions about the story and the pictures. • Relate any relevant aspects of the story to the child's experiences.
If your child is stuck on a word...	<p>Pause for 5 seconds so the student can think about it and have a go.</p> <p>If the student is still stuck, prompt him/her by:</p> <ul style="list-style-type: none"> • Suggesting they go back to the beginning of the sentence, or read past the difficult word to the end of a sentence. Then, try and go back to the word. • Ask the student to sound the word out. • Look for a clue in the picture or the words. • Look at the first letter and think about what the word could be. • Give the student a hint e.g. "where was the...?"
If a word read, does not make sense...	<ul style="list-style-type: none"> • At the end of the sentence, ask him/her "Did that make sense?" • Ask him/her to read it again. • Tell him/her the word.
If the word makes sense, but is wrong...	<ul style="list-style-type: none"> • At the end of the sentence, point to the incorrect word and ask "What does this word say?" • If the word has regular letters that can be "sounded out", ask your child to check the sounds. • Tell him/her the word.
Praise the student for:	<ul style="list-style-type: none"> • His/her efforts. • Accurate reading. • Self-correcting his/her reading. • Making a determined effort to work out a word by sounding it out, using the picture or using the story plot to have a guess.