Year 3
Information Booklet
Keilor Heights Primary School
2016

Class Teachers:
Donna McDowall
Seir Holley
Christopher Borysiewicz
Dear Parents and Guardians,

We appreciate you taking the time to read this booklet that informs you of procedures, expectations and curriculum planned for our classes during 2016.

In Grade 3, we are committed to providing a high level of teaching and learning for each and every child, so they have the capacity to improve and reach their full potential in all areas of the curriculum. We also provide experiences for each child to grow socially and emotionally.

By 2017, all schools in Victoria are mandated to move from the AusVELS curriculum to a new, refined curriculum called Victorian Curriculum. The school has begun its transition this year by implementing the literacy component, with the remaining subject areas to be implemented next year. As a result the AusVELS curriculum will operate concurrently with the Victorian Curriculum in 2016.

OVERVIEW OF ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Our teaching and learning programs balance and integrate all three strands. Our focus is on developing every child’s knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds their concepts, skills and processes developed in earlier levels, and we will revisit and strengthen these as needed.

In Grade 3, your child will communicate with peers and teachers, in a variety of face-to-face and online/virtual environments.

Your child is engaged with texts for enjoyment (such as webpages, movies, television shows). They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

We provide Literary texts that support and extend your child, as an independent reader, encouraging descriptions of complex sequences of events that extend over several pages to involve unusual happenings within a framework of familiar experiences. Informative texts are used present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonetically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Every child will be given opportunities and support to create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Home Reading

Home reading is an important part of our English program, and is intended as a pleasurable shared experience for both your child and you. The books your child brings home are chosen by him/her, with the teacher’s supervision so your child should be interested in the content. As the purpose of reading is to gain meaning from the text, the reader should expect to make sense of what is read.
Within this program your child will learn how to choose ‘Just Right Books’ and be exposed to a wide variety of text types and genres. With regular encouragement and support from parents/guardians, home reading assists your child to develop his/her reading skills. With the emphasis on sharing reading, you can either:

- hear your child read
- read to them
- take turns reading parts
- read aloud together
- let them read silently and then talk about the book
- listen to your child read and ask them to summarize what they have read
- ask your child questions that begin with ‘who?, what?, when?, where?, why?, how?’
- sign your child’s diary after they have read (minimum of 5 weekly reading signatures)
- discuss unfamiliar vocabulary and ‘phrases’ included in texts.

Newspapers and Magazines
Children can be encouraged to look up TV programs, news items of interest, bargains at the supermarket, etc. This is good ‘read world’ reading practice and it also provides useful information for the family.

Wordstudy and Spelling Investigations
Wordstudy and spelling investigations extends your child’s vocabulary and provides them with strategies to reinforce spelling patterns and consolidate word meanings and appropriate use. Children in Grade 3 will work with theme based words, frequently used words, letter blends, word origins and individualised word lists. They will study words used in their writing. The children will explore antonyms, synonyms, and homonyms and develop skills in using dictionaries and the thesaurus.

OVERVIEW OF MATHEMATICS

The Mathematics curriculum is built around the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Our focus is to encourage your child to think and work mathematically and develop the ability to describe processes, techniques and strategies used.

At this level your child is working towards the following:

Understanding: This includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry.

Fluency: This includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions.

Problem Solving: This includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns.
Reasoning: This includes using generalising from number properties and results of calculations, comparing angles, creating and interpreting variations in the results of data collections and data displays.

INTEGRATED STUDIES

The Integrated Studies curriculum covers the following areas:

- Humanities
- Science
- Civics and Citizenship
- Information, Communication and Technology
- The Arts
- Health
- Design, Creativity and Technology

Integrated learning is based on an inquiry approach with your child involved in the exploration and sharing of ideas. They are often encouraged to work in co-operative groups and to reflect on their own learning. We aim to empower your child as a learner and allow your child to pursue their own personal interests as well as being involved in class topics.

The main outcomes of all class topics aim to:

- provide children with the opportunity to develop their knowledge in areas of interest
- help children learn to plan and discover for themselves, using a wide variety of resources including personal experience, books, brochures, magazines and the internet
- encourage children to share their ideas and knowledge either in oral reports to the class, projects or PowerPoint presentations.

OUR TOPICS THIS YEAR WILL BE

**Term 1:** Australia, The Community  
**Term 2:** Why Does Matter, Matter?  
**Term 3:** Australia’s People  
**Term 4:** Environmental Affairs

As part of our curriculum, a camp will be held at Camp Manyung during term 4. The dates for this camp are Monday 14th November 2016 - Wednesday 16th November 2016.

Extra information.

- Tissues – Please provide a box of tissues to contribute to your class.  
- Magazines – If you have appropriate magazines we would appreciate these for class use.  
- Students require a drink bottle with water to be at school on a daily basis.  
- Please supply students with a pair of inexpensive headphones for use in class.