Year 3 Welcome Night

Westgarth Primary School
Wednesday 3rd February 2016
Introducing the Year 3 Team:

Lili

Jane

Phana

Ben

Andy

Holly
Content

- Core Values at Westgarth P.S.
- Mathematics
- Reading
- Writing
- Speaking and Listening
- Inquiry
- Specialist Programs
- Homework
- NAPLAN
- Question and Answer Time
Core Values at Westgarth

Our School Mission Statement:

Foster a community that empowers everyone to be their best

Our School Values:

Respect, Integrity, Being Your Best, Working Together and Responsibility
Mathematics

- AusVELS breaks Mathematics into three dimensions:
  - Number and Algebra
  - Measurement and Geometry
  - Statistics and Probability

- Focus for strategic plan

- Mathematics sessions will aim to promote skills in Number and Algebra, particularly Place Value, Counting and Number Strategies

- Mathematical teaching is consistent across the Year 3 area through shared planning
Mathematics Assessment

- Pre-test – what do students know?
- Student data is analysed as a team and a focus is determined
- Fluid grouping to target needs of each student
- Post test – to show growth in each area
Inside the Classroom

- Whole – Small – Whole approach
- Clear learning intention for whole class focus
- Small groups:
  - Teacher groups focus on extending students beyond what they can do independently
  - Independent activities to strengthen mathematical concepts and understandings
  - Games
  - ICT focus
  - Activities are ‘hands on’, open-ended and relate to real life experiences whenever possible
- Share time – students reflect on and celebrate their learning with the class
English

- AusVELS breaks English into three dimensions:
  - Reading
  - Writing
  - Speaking and Listening

- Teaching of English is consistent across the Year 3 area through shared planning

- Text focus centres on Inquiry units when possible
Reading Assessment

- Three points of data to create fluid groups
- Student data is analysed as a team and focus is determined:
  - Decoding
  - Comprehension
  - Fluency
Reading Inside the Classroom

- Whole – Small – Whole Approach
- Clear Learning Intention for whole class and teacher group focus
- Session begins with either Shared or Modelled Reading
- Emphasis on strategies to make meaning from text:
  - Getting knowledge ready, developing vocabulary, paraphrasing, saying questions that the text answers and summarising
- Small groups:
  - Teacher groups participate in Guided Reading – texts that challenge their skills and are beyond their instructional level
  - Independent reading activities to strengthen skills and understandings
  - Games
  - ICT focus
  - Activities are ‘hands on’ and relate to real life experiences whenever possible
- Share time – students reflect, articulate and celebrate their learning with the class
Writing

- Text type focus
- Language conventions focus
- Develop spelling strategies
- Integrated with Inquiry Unit
- Continuous publishing cycle
Writing Assessment

- Moderation – Team Level and Whole School
- Analysing writing against a criteria
- Spelling
Writing Inside the Classroom

- Modelled / Shared Writing as a whole class focus
- Guided / Independent Writing Tasks
- One-to-One Conferencing
- Peer-editing and self-assessment
- Writing-Cycle (plan, draft, edit, publish)
- Share / Reflection Time – a chance to celebrate achievements and receive feedback
Speaking and Listening

- Tuning In and Whole Class focus
- Cooperative group work
- Share / Reflection Time
- Class Meetings / Circle Time
- Class News
- Homework Share
Inquiry Units for 2016

- *What makes a good citizen?*
  - Humanities

- *What makes a healthy me?*
  - Physical Sciences

- *Who Were the First People?*
  - Indigenous Studies

- *What’s the Matter?*
  - Chemical Science
Homework

- Homework will aim to:
  - To develop positive and responsible study habits, including organisational and time management skills
  - To support and extend classroom learning

- Includes daily home reading and other tasks such as revision of number concepts and spelling lists

- Opportunities for sharing homework in the class
NAPLAN

- What is NAPLAN?
- When is NAPLAN?
- How will the students prepare for NAPLAN?
- What you can do to help them.
- The NAPLAN website
  http://www.nap.edu.au/about/about.html
Specialists

- Music – John & Clare
- PE – Rushe, Aimee and Josie F.
- Art / Spanish – Marta
- Science / Spanish – Pilar
- Performing Arts / Spanish - Esmi
- Kitchen Garden – Mary & Virginia
Specialist Music

- All students in the school participate in a 50 minute music session per week.

- Grades 3 – 6 work within the AusVELS dimensions:
  - Creating and Making
  - Exploring and Responding

- Concepts are taught through students using skills they have developed in Prep to 2. They are given the opportunity to create a variety of music works. eg. junk percussion or creating pentatonic scale compositions. Students are also given opportunities to discuss and comment upon their own and others work.

- The content of the AusVELS curriculum in music is not theory based but at WPS we strive to include theory as part of weekly lessons so that by the end of grade 6, students have a solid grounding should they wish to continue music studies in high school.
In years 3 to 6 the Physical Education program further develops fundamental motor skills through a range of different sports. Through simple and complex game situations students learn how to have fun while being physically active and learning skills and game tactics.

Students are taught to display good sportsmanship by encouraging and supporting other students when participating in PE.

Grade 3s are given the opportunity to try out for many extra-curricula PE activities, including Northcote District events such as swimming, cross country, triathlon, orienteering and athletics.
Art and Science in Spanish

- The Art and Science programs are planned and delivered so that the Spanish vocabulary introduced in one, is consolidated and expanded in the other, and vice versa.

- Both Art and Science are delivered in the Spanish language in two 50 minute sessions each week. During Term One, Performing Arts will also be taught to Year 3 students in Spanish.

- In Art, students will create both 2D and 3D art pieces inspired by Australian, Spanish and other cultures.

- In Science, students will be involved in hands on activities, where they will be encouraged to question, research, experiment, observe and communicate findings using the knowledge, skills and behaviours relevant to the Spanish language.
Question and Answer Time
Thank You