Grade 3 Parent Information

2022



The Patch Primary School

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**Welcome to Year 3 at The Patch Primary School!**

**We look forward to working with your children this year and the successes and developments the year brings. Communication between home and school is essential for a successful year. We encourage you to keep us informed about celebration, issues, problems or questions that may arise during the year.**

**Email is an easy and effective way of keeping in touch and we will be able to make a mutually convenient time to meet if required. Please be aware that we may not get the time to check our emails throughout a teaching day. If you need to alter pick-up time you need to contact the office rather than our personal email.**

**Thank you for your support.**

**We look forward to working in partnership with you.**

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**Bell Times**

|  |  |
| --- | --- |
| 9.00 am | Beginning of learning session |
| 10.00 am | Fruit/Veggie snack time (inside) |
| 11.00 am | First Play Break |
| 11.45 am | Lunch eating time (inside) |
| 12.00 pm | Beginning of learning session |
| 2.00 pm | Second Play Break |
| 3.30 pm | School day ends |

**Term Dates**

**Term 1: 28th January (school teachers start) to 8th April**

**Term 2: 26th April to 24th June**

**Term 3: 11th July to 16th September**

**Term 4: 3rd October to 20th December**

**Punctuality**

All students are expected to be in the classroom ready to start the day at 8.55 am. If for some reason they are late arriving at school, after 9.00am, parents will need to sign in electronically outside the general office area and take a late arrival pass to the child’s teacher. Punctuality is of the utmost importance as teaching sessions will begin at this time and students who are late arriving not only miss out on critical teaching and learning, but also interrupt the learning of others.

**Timetable**

**2022 Year 3/4 Timetable (Term 1)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **9.00 – 10.00** | Circle Time  Reading | Circle Time  Reading | Circle Time  Reading | Outdoor Maths | Circle Time  Assembly (9:15) |
| **10.00-11.00** | Writing | Writing | Writing | Outdoor Maths | PE |
| 11.00 – 11.45 | Break | Break | Break | Break | Break |
| 11.45 - 12.00 | Lunch Eating | Lunch Eating | Lunch Eating | Lunch Eating | Lunch Eating |
| **12.00 – 1.00** | 3A - STEM  3B - THRASS/Spelling | Maths | 3A - Art  3B - Music | Maths - Problem Solving | PE |
| **1.00 – 2.00** | 3A - THRASS/Spelling  3B - STEM | Maths | 3A - Music  3B - Art | Inquiry | Reading and Writer’s Workshops |
| 2.00 – 2.30 | Break | Break | Break | Break | Break |
| **2.30 – 3.30** | Library | Rotations - Digi Tech / Philosophy | Well Being / Respectful Relationships | Rotations - Digi Tech / Philosophy | Independent Learning Time |

**Wet Weather Days at The Patch PS**

In line with international findings that demonstrate that time spent outdoors throughout the year is valuable in developing deeper nature connections, greater awareness of seasonal and weather changes, opportunities to experience weather variations, and build resilience, we spend our recess and lunch play time outdoors all year round.

To ensure students are protected from the weather, we ask that they **bring a raincoat** to school and wear this during wet weather. Students wearing appropriate wet weather gear are allowed to continue to play on the oval or play equipment. If a student does not have a coat, they will be required to take cover under the breezeways or decks until the rain has passed.

Our students are becoming much more responsible and making appropriate clothing choices to maximise their playtime outside and to experience the sensations of falling rain without getting wet. These can be magical and memorable moments. We have also found that time spent outdoors has a calming influence on students that often improves their focus for learning when they return to the classroom.

Some students like to use an umbrella to school. These are useful but do not replace the need for a coat. It may be worth adding some spare socks or other uniform items to the school bag for emergencies, particularly in winter when ball sports are popular on the oval.

Students are not permitted to play outside during thunderstorms. In these circumstances class teachers supervise time indoors until it is safe to return outside.

**Class Communication**

A class newsletter will be emailed to you once per term. It will also be uploaded onto the school website <http://www.thepatchps.vic.edu.au> . The class newsletter will contain information about our teaching and learning and important dates and information. We may also email you in between newsletters if there are any updates.

Each child will bring home a School Diary to record their reading at home. While students are encouraged to take responsibility for filling in their journal, parents are asked to monitor their child’s reading and sign the journal once a week. We would like each child to read for at least 20 minutes per day.

Please email us if you need, but please remember that we don’t always get to check and access our email throughout the day, so if there is anything urgent, please call the school.



**Berry Street Behaviour Management Model Explained**

We believe that every student at The Patch Primary School has the right to learn in an uninterrupted, safe and predictable environment. If a student is continuing to interrupt the learning of others, including impacting the well-being of another student or not following the class/school rules or values, we need a process in place to help these students to re-focus to ensure they and others are able to learn in a safe environment.

At The Patch Primary School students from Grade 3-6 will create an Individual Resilience Plan. This is a plan your child writes in consultation with their teacher. Essentially, this plan is used to redirect children if they are becoming off task or heightened. The plan will allow students to spend 5 mins doing a short activity, such as getting a drink, sitting in a quiet space, bouncing a ball etc. Your child can ask to enact their resilience plan or a teacher may request they enact their plan if their behaviour is beginning to disrupt their, or others’, learning, impacting the well-being of another student or not following the class/school rules or values.

In the younger years we feel children need more direction with their resilience plans and therefore in Grades 1-2 the resilience plans are whole class plans that are agreed upon at the beginning of the year. This way the students can feel safe to choose an activity they are familiar with from a pre-determined shared list.

Prep is a year we believe that the teacher needs to model co-regulation, and therefore we don’t have formal resilience plans. Co-regulation may look like the teacher sitting with the child, modelling calm breathing and talking through the problem, the aim is to establish what works for that child to self-regulate. Prep children regularly eat, drink and have mini-breaks/brain breaks.

Teachers may not always say, ‘you need to enact your resilience plan’, often teachers will simply say, ‘would you like to go and get a drink’ (or chose something off the resilience plan) to redirect the student and help them deescalate and re-focus, ready to learn.

The de-escalation strategies (verbal reminders, re-directions, co-regulation, positive reinforcement, resilience plans) are used first and foremost as tools to re-direct behaviour. In most cases this is enough to re-focus students and no further action is needed. However, to ensure the needs of others in the class are also met our Behaviour Management Plan may need to be implemented and **levels 1-3** given if a student is continuing to interrupt the learning of others, including impacting the well-being of another student or not following the class/school rules or values.

When a teacher has **immediate** safety concerns for the child, the class, other children or themselves a student may receive an **immediate Level 4** and the Principal / Vice Principal / school leader will be called to remove the student from the classroom.

As we do with teaching and learning, teachers will take into consideration each student's individual needs (external factors, home life, illness, additional needs etc..) and will of course make reasonable adjustments for those students as required.

**What is Marmook?**

Marmook is run during our **second break (2-2.30) in the library.** Staff supervise this space and are available for children who need some support during that time. Marmook is a Wurundjeri word offered for our use by Wurundjeri Elder, Murundindi, and means ancestor pathway or special place. We feel it represents the restorative nature of this space we are trying to create.

**How is Marmook used?**

Marmook is used in a multitude of ways:

· Students can choose to come into Marmook if they need some quiet time away from the playground. Here they can play a board game, read, draw or chat to the teacher if they have a problem they need help with.

· It is a lovely safe space for children who may be having friendship issues to come. Teachers in Marmook will monitor the children they see regularly and liaise with their classroom teachers to assist where necessary.

· Many children use the space to continue working on projects or tasks that they started in class and wish to develop further.

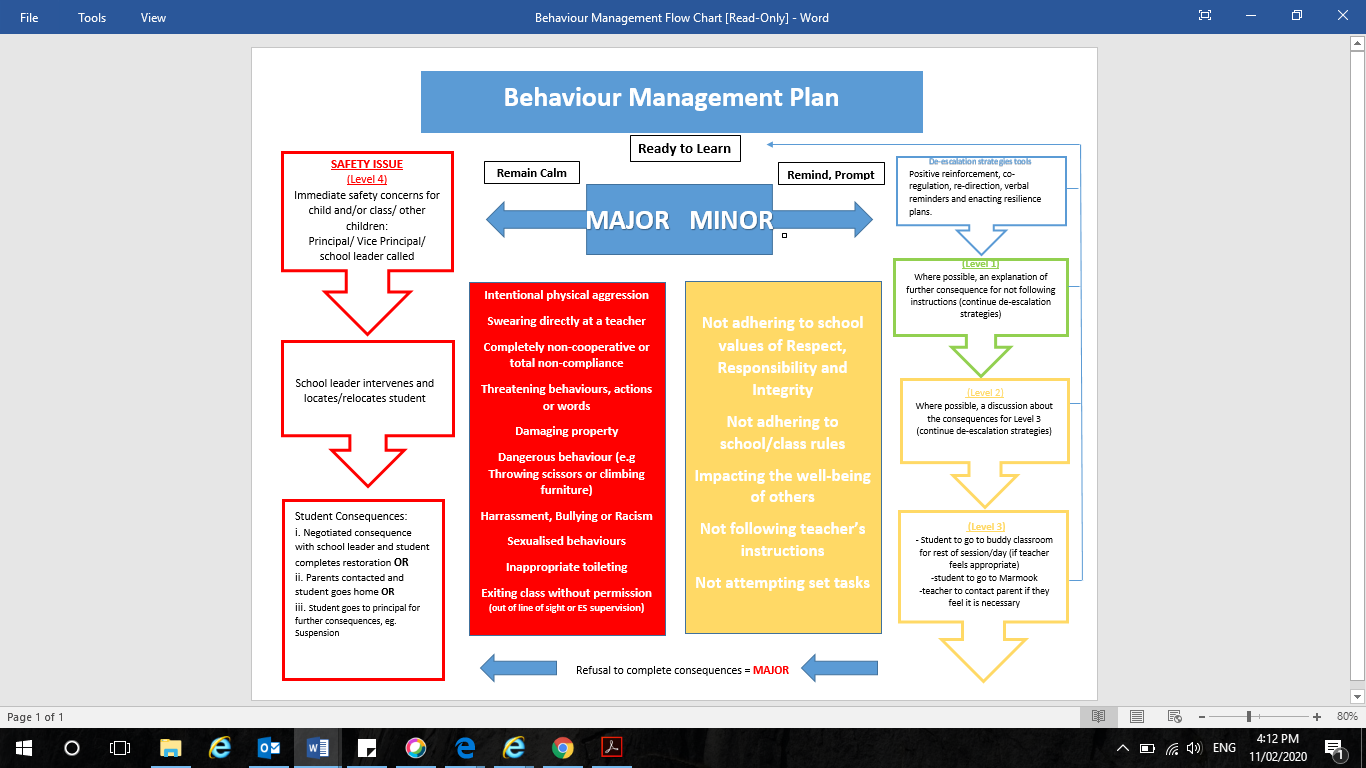
· A teacher may also ask a student to finish off some work there before heading out to play if they have not used their class time appropriately (there is a teacher there to help if they need assistance).

· **Grade 5/6 only -** Students who DO NOT complete their homework 3 times in a term will have to attend Marmook for half of second break (15 mins) on 3 occasions to complete the assigned homework. If students are not prepared for book circle they will need to catch up on their preparation in Marmook on the day of book circle.

**Level 3 (see flow chart)**

· It is also used as a consequence and restorative space for a student that reaches Level 3, for continued disruptive or unsafe behaviours that interrupts the learning of others in the classroom, this includes impacting the well-being of another student or not following the class/school rules or values. Once a child has reached Level 3 (see Behaviour Management Plan) they will spend time at Marmook either on the same day or the following day. Here, they **will not** be met by an angry teacher. Instead the supervising teacher will chat to them about their day, how it could have been different, what they need to do to get back on track, how their behaviour affects others etc. Often, children that come in for this reason just need an external person to listen to them and to workshop what has been going on for them. We believe that having this discussion once a child has deescalated and away from the classroom and their peers is far more beneficial than in the classroom. *Students that have come to Marmook on Level 3, leave at the half time bell so they still have plenty of time to run around and get a drink before going back to class (they are roughly in Marmook for 12-15 minutes).*

Teachers will email/call/chat to parents **ONLY** if they feel it is necessary and further action needs to be taken. Any serious issues are also dealt with by Deb and Michelle privately with the family of the child involved.



**Berry Street Educational Model**

The Berry Street Education Model underpins everything we do at The Patch Primary School and all staff have been trained to implement this model within their classrooms. It is based on proven positive education, trauma-informed and wellbeing practices that enable students’ academic and personal growth.

The five domains of the Berry Street Education Model correspond with the child-development capacities that each student must build in order to be ‘ready to learn’. We focus first on building their capacity to engage and then nurturing their willingness to engage.

**Body**

Building students’ capacity by increasing physical regulation of the stress response, de-escalation and focus.

**Relationship**

Nurturing on-task learning through relational classroom management strategies.

**Stamina**

Creating a culture of academic persistence by nurturing resilience, emotional intelligence and a growth mindset.

**Engagement**

Motivating students with strategies that increase their willingness to learn.

**Character**

Harnessing values and character strengths approach to instil students’ self-knowledge for future pathways.



**The Victorian Curriculum**

The Victorian Curriculum F-10 is the curriculum for Victorian schools. It incorporates the Australian Curriculum but provides Victorian standards and priorities. The curriculum is accessed from the [Victorian Curriculum F-10 website](http://victoriancurriculum.vcaa.vic.edu.au/), (<http://victoriancurriculum.vcaa.vic.edu.au>)

**Digital Technology and eSafety**

Digital Technologies aims to give students a practical understanding of the process of analysing problems and opportunities, designing and evaluating solutions, and creating and sharing information that meets a range of current and future needs.

The Digital Technologies curriculum aims to achieve this by working within 3 domains - Digital Systems, Data and Information and Creating Digital Solutions.

The Patch students will be working within the Google Classroom and Education modules, and will be issued with a secure logon and password (via the Department of Education and Training, Victoria.) Teaching staff moderate all digital classroom sites, and interactive work will be undertaken by students. This is an initiative of the DET Victoria. The DET secure logon process will also allow the students to have a Microsoft Account, to allow us to use Minecraft for Education and other Microsoft supported educational services.

**Indigenous Education**

The Patch Primary School’s Indigenous Education is underpinned by the School Vision statement and is based on the agreed values of Respect, Responsibility and Integrity. We acknowledge the land as part of the Kulin Nation and specifically as a Wurundjeri Place.

As a school we show respect towards the original custodians of our land at assemblies, with “Acknowledgement of Country” and raising the three flags at assembly – the Australian flag, the Torres Strait Islander flag and the Aboriginal flag.

We celebrate focus days of importance for Aboriginal communities such as Close the Gap and incorporate Wurundjeri Studies in the curriculum. Our outdoor environmental program fosters a multidisciplinary approach to Indigenous studies by providing an Indigenous Tree Trail and Wurundjeri words are used throughout the school.

The school curriculum in Australia has made Indigenous Studies a priority because it provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world’s oldest continuous living cultures. This knowledge and understanding enriches students’ ability to participate positively in the ongoing development of Australia as they see similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

**Library**

The Library program provides instruction for students on how to use a library effectively, how to access resources and how to borrow selectively and responsibly. It also offers opportunities to promote literature through book discussions, reviews, clubs, open times and shared reading.

All grade 3 students will be visiting the library on Monday with their classroom teachers who will support your child to have a range of just right books available in the classroom in their book boxes. They can also borrow books and reading materials for home reading.

Students are allowed to borrow 3 or 4 books for 2 weeks. Please ensure books are looked after and returned to school when they are due.

**If books are lost please let your teacher know. The lost book needs to be replaced with a book of similar quality, topic and value.**

**Literacy**

*Reading*

Students are encouraged to choose ‘just right books’ which are books at their own level, not too easy and not too difficult. Developing competent readers in Grade 3 and 4 continues to involve a combination of strategies:

* Decoding of text- Using regular sound patterns and contextual understanding to read unfamiliar words.
* Comprehension- Finding meaning in what we read. The children will read independently and join in shared reading activities. They will make predictions, ask questions, and make connections to themselves, other texts and beyond.
* Vocabulary - Extending the range of words that students understand and use helps with comprehension and improves writing.

*Writing*

Writing involves students in the planning, composing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on them. Writing in Grades in 3 & 4 will include journal writing, poetry, stories, arguments and procedures.

*Speaking and Listening*

Speaking and Listening gives students the opportunity to take part in conversations using appropriate interaction skills. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. They are encouraged to extend their vocabulary and to support their thinking with reasons.

*Spelling   
Phonics and word knowledge*Through THRASS (*Teaching Handwriting Reading and Spelling Skills*) students develop knowledge about the 44 sounds of English (phonemes) and identify how these are represented (graphemes) in written words. They learn that the conventions, patterns and generalisations that relate to English spelling involve the origins of words, word endings, Greek and Latin roots, base words and affixes. For more information please visit the THRASS website: https://www.thrass.com.au/

Each week (beginning in Week 4 of term 1) children will be given up to 5 words to learn. These are based on the M100W first 200 words (with extension as necessary).

In class students will participate in spelling and word study activities geared to teach regular sound patterns and to support their learning of sight words at home.

*Reading Eggs*

Students will once again have access to Reading Eggs. The program supports individual learning by offering one-on-one lessons where children progress at their own rate. The program also allows teachers to keep track of individual student’s progress and move children on so that each child is working at their own level.

Our literacy program is designed to develop strategic readers and writers through the explicit teaching of reading and writing strategies. We believe that constructing meaning is the goal of literacy instruction. We want students to monitor and enhance their understanding, acquire and actively use knowledge and develop insight. We want our students to learn strategies for, finding ideas for writing, writing with clear intentions and purposes, developing a working knowledge of the qualities of good writing, developing an understanding of the purpose of revision and learning to edit using appropriate writing conventions.

What is meant by explicit teaching of reading and writing strategies?

Explicit instruction can be broken down into six specific steps:

* Teacher explains *what* the strategy is e.g. making connections in reading or using voice in writing.
* Teacher explains *why* the strategy is important.
* Teacher explains *when* to use the strategy.
* Teacher models *how* to perform the strategy in an actual context while students observe.
* Teacher *guides students* as they practice using the strategy.
* Students *independently* use the strategy.

Literacy instruction in Year 3 is divided into 5 parts.

1. Independent Literacy tasks/Conferencing.
2. Explicit whole group instruction (“Mini Lessons”).
3. Independent Literacy Practice
4. Sharing of our literacy tasks.
5. Guided writing.

**Spelling**

*THRASS – Teaching Handwriting Reading and Spelling Skills.*

In 2018, THRASS was introduced to The Patch Primary School as a whole school approach to the teaching of handwriting and spelling strategies. All staff have been trained in THRASS and will be using it in their classroom daily. THRASS is also a phonetics teaching-tool. It has a phonographic, multisensory focus, complemented by an analogous learning model that makes reading and spelling acquisition much simpler, faster and more sustainable than conventional ‘phonic’ approaches. As a classroom strategy THRASS is fun, systematic, explicit and linguistically correct. For more information please visit the THRASS website:<https://www.thrass.com.au/>

Our assessment program includes a single word spelling test “S.W.S.T” twice a year. This test gives us words in a sequence for children to know. We will send you a weekly list in your child’s diary, based on your child’s individual test results with 5 words to learn and be tested at school the following week. As they demonstrate that they know their words they will receive a new list.

**Music**

All Year 3 students attend music for one hour each week with our specialist music teacher Leanne Barton. Music lessons are practical sessions where students sing, chant, dance, play percussion instruments and create music. Students in Year 3 also begin learning recorder. Each student will be allocated their own recorder which they will keep at school to play in music lessons. It would be helpful if students also have their own recorder at home to practise with. This may be purchased online or in a local music shop.

Choir - Students in Years 3-6 have the opportunity to participate in our Senior choir. Senior choir is held during school hours in an afternoon session (2.30 - 3.10pm) and there is no cost to be involved. Students are encouraged to commit to choir for at least a full term, although most students enjoy singing in choir for the whole year.

We have visiting Instrumental teachers who are available for private or small group lessons for a fee. This year we have Hiro Mukai teaching Violin, Jess Dunn – Ukulele and Singing and Chris Walker teaching Piano and Guitar. Details for contacting these teachers are to be found at the end of our whole school newsletter. Students come out of class for 20 - 30 mins per week for lessons.

**Nature-Based Learning:**

Experiential learning is not new. Environmental Education has taken place at The Patch PS for many years and has manifested in the creation of the beautiful grounds and wildlife habitats and a profound connection to nature. A new focus, however, is the establishment of nature-based learning. This instructional model integrates learning across disciplines in an outdoor context. It allows for a change of pace and place and promotes opportunities for problem-solving, decision-making, independent and group learning and direct experience. All curriculum areas can benefit from this approach however it is the ability to make connections between head, hand and heart and discover how we are bound together in the community of life that will have a profound impact on how we live and how we interact with the world around us.

Nature-based learning at The Patch shall encompass all disciplines. Students may use nature to inspire artworks, or perform on the outdoor stage. They may visit the fern gully and wetlands to investigate the water cycle or examine erosion and changes in the earth’s surface. The variety of loose natural materials are perfect for making patterns, conducting maths operations or classification and the edible gardens teach much about food cycles, the seasons and horticulture. The hands-on experiences are then able to be written or spoken about in a range of ways and contexts. Ethical discussions, problem-solving and debating can produce even richer learning experiences. According to educational researcher Edgar Dale, “people remember only 10 percent of what they have read, 20 percent of what they have discussed, and 90 percent of what they have experienced.

Finally, evidence tells us that spending time in nature can influence a person’s happiness because it directly effects the brain and hormone secretion. Our outdoor environments can reduce stress and increase wellbeing and this can have long lasting effects on the structure of the brain and happiness later in life.

**Numeracy**

The Numeracy program at The Patch is delivered in a variety of ways. We use explicit teaching, whole group, small group and individualised learning activities to teach maths. We encourage our children to explore maths concepts via experimentation and problem solving in a safe environment where errors are seen as learning opportunities, and open-ended tasks encourage risk taking and multiple solutions to problems.

Regular formal and informal assessment is used to develop a maths curriculum that caters for each student’s point of need.

Our goal is to develop confident, creative thinkers who can apply their numeracy skills to solve real world problems. Numeracy includes number, space, measurement and statistics and probability.

Comprehension in numeracy is just as important as it is in literacy. We plan for students to develop their comprehension through focused activities, class discussions and the attainment of a rich mathematical vocabulary. ICT is made available to engage and support learning, and Mathletics, with students working at their own level, accessible for students in the classroom and from home.

**Philosophy**

Philosophy sessions provide a forum for children to wonder, think critically and creatively, ask questions, listen to alternate perspectives, evaluate reasons, uncover assumptions and consider that there are multiple ways of understanding the world.

Philosophy is not so much concerned with final answers as it is with coming up with and exploring better questions and tentative answers.

**Physical Education**

Physical Education is the process through which sport, sport education, outdoor adventure activities, dance, gymnastics, aquatics, ball handling and athletics are used to help students learn motor skills and to learn about and achieve physical fitness.  Physical Education activities also assist in the development of personal and social skills in students.

Students in P-3 develop the essential fundamental motor skills - catch, kick run, vertical jump, overhand throw, ball bounce, leap, dodge, punt, forehand strike and two handed side arm strike.  Mastery of these skills by students is necessary for later higher level skills to occur.  They use their newly developed skills while regularly participating in moderate to vigorous activities as part of an active and healthy life. They begin to form understandings about the links between physical activity and health. They also learn that they need energy to maintain their activity levels.

During years 4-6, students refine basic and complex motor skills and apply them to increasingly complex games, activities and sport-specific situations. Students participate in outdoor adventure activities in natural environments, which develop skills, knowledge and behaviours to enhance and promote safety. They use skills such as strategic thinking to solve real-life problems to improve game performance. Activities in this group include basketball dribble, modified netball, bat tennis and modified baseball – (T-ball).

A healthy, physically active lifestyle is conducive to more effective participation in all that society has to offer and greater levels of success within and beyond school. This requires students to develop the knowledge, skill and behaviours that enable them to:

* Maintain good health and live a healthy lifestyle
* Understand the role of physical activity in ensuring good health
* Engage in physical activity
* Examine physical, social, emotional and mental health and personal development
* Examine the factors that influence food selection and the role of nutrition on health growth and development

PE for all Grade 3s is on Friday for 2 sessions (10-11.00am and 12.00 - 1.00pm) If your child cannot participate due to injury please let us know either via email or their diary, otherwise we will expect their participation.

Term 1: Athletics/Ball skills/Minor Games

Term 2: Dance

Term3: Jump Rope for Heart

Term 4: Swimming/Minor games

**Respectful Relationships**

Respectful relationships education is a core component of the Victorian Curriculum through the Health and Physical Education and Personal and Social Capability curriculum areas. Respectful Relationships is a whole-school approach and was created in response to the Royal Commission into Family Violence.

The Patch delivers this program through the Resilience, Rights and Respectful Relationships teaching and learning resources.

The program promotes and models, respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence. Resilience, Rights and Respectful Relationships (RRRR) learning materials cover eight topics of Social and Emotional Learning across all levels of primary and secondary education: Emotional Literacy; Personal Strengths; Positive Coping; Problem Solving; Stress Management; Help Seeking; Gender and Identity; and Positive Gender Relationships.

**STEM Education at The Patch Primary School**

Science, Technology, Engineering and Mathematics (STEM) education at The Patch Primary School is an exciting undertaking, with students fostering their curiosity, inquisitiveness and questioning as well developing their knowledge and skills.

There is a focus on hands-on learning with real-world applications. Students will spend time working outdoors, exploring and shaping our school environment.

It is important that students have appropriate clothing such as hats and raincoats at school on the day they have STEM in case we are working outdoors. This will allow everyone to be comfortable outdoors, rain or shine.

There is a strong emphasis on group work in the STEM program, with students working together to complete tasks. Working collaboratively helps students develop their social skills including sharing ideas, listening actively, compromising and taking on leadership roles.

STEM education is a fascinating journey, one that students should be excited about. Our STEM teacher, Nina has a background as a Zoologist and is always up for a friendly chat if you see her around. Nina also manages the schools ‘Terracycle’ program, which will be mentioned from time to time in assemblies and newsletters.

**Visual Arts**

Creative learning experiences in the visual arts during schooling provide individuals with necessary skills, understandings and confidence to participate fully in the arts throughout their lives. Learning in the visual arts at The Patch Primary School takes several forms. Through arts practice students learn to develop ideas by drawing upon experience, exploring feelings, observing and researching. In order to communicate ideas, students learn the elements, principles, processes and techniques as well as the cultural and aesthetic values associated with specific art forms.

In responding to the visual arts, students learn to analyse and interpret art works. They learn how the visual arts are practised and valued in different societies and cultures, past and present. They form personal judgements of their own and those of others. They understand the skills and intentions of artists and the social or cultural contexts in which their works were produced. Please ensure that your child has an art smock to be left at school.



**Camps & Incursions**

**Camps, incursions and excursions will always be subject to health orders at the time of the event.**

Excursions form an integral part of the learning experience of pupils at The Patch Primary School and it is expected that all children will attend. Costs of individual excursions and the number of excursions each year are kept to a minimum.

Information will be provided for all camps and incursions. Please ensure that all details on permission slips are completed before returning to the school with payment by the due date. **Payments cannot be made at the office on Fridays.**

Children from grades 3 to 6 attend school camps. The school has a range of venues that are used to provide appropriate experiences at each year level.

**Grade 3 Camp:** Will be held at the **YMCA** **Mt Evelyn Recreation Camp,** a wildlife and environmental adventure camp at Mount Evelyn, during term 2 -Tuesday 14th June to Wednesday 15th June. This year in Grade 3 we will be attending **one night only**, and the two days. We will have a camp meeting for parents later in term 1 to discuss preparing your child for camp and answer all of your questions.



**Assessment at Your Child’s Level**

Assessment at Grade 3/4 level includes the following:

* Essential Assessment - online testing in Maths and Reading
* PAT Reading and Numeracy (also ACER testing)
* SWST (Standardised Single Word Spelling Test)
* Running Records of reading (during individual reading conferences – known as “F&P Testing”)
* Individual reading and writing conferences
* Teacher observations and records
* Moderation rubrics
* Class tests

At The Patch Primary School we upload information for analysis to both the Victorian Department of Education and our own web-based databases. Data analysis is used to inform the future teaching of your child.



**Homework**

We strongly believe that Year 3 children need time to debrief when they get home from school. They need time to play, imagine, talk, and rest. They have, after all, been asked to think all day. With this in mind we are asking you to do the following with your children for up to 30 minutes per day.

**Reading**

**ALL students are required to read for a minimum of 20 minutes MOST nights or mornings at home**. This can be to parents, siblings or to themselves. Students are required to fill in their diaries with a record of their reading, stating the name of the book they are reading and, in the case of chapter books, which pages they have read. We would appreciate it if parents could sign the diaries at least once a week.

**Spelling**

Your child will bring home a personal list of spelling words most weeks. These words will be tested at school. The lists are individual and come from their individual spelling challenges - from their writing, reading and spelling testing. We will provide you with ideas for simple fun activities you can do with your child at home to help them learn their spelling words.

**Maths**

We recommend your child spending approximately 30 minutes per week on Mathletics. This may be spread across several nights or completed in one night. This may include individual set activities that will tie in with studies at school. In addition you will be asked to practise basic number facts (such as tables) with your child.

**Parent Assistance**

As school and home is a partnership in educating your child we welcome your assistance in many ways. The following are just some of the ways you may assist your child and their school:

Reading Support Excursion Helpers

Spelling Working Bee Involvement

School Council Membership Cooking classroom assistance

School Camps Garden Team Membership

**Tips on Helping Your Child at Home.**

**Some tips on helping your child at home:**

* As your child moves towards the end of their primary school years it is really important to help them develop independence, initiative, problem-solving and time management skills. Help guide them through these processes but in the words of the wise “Do not do for them, what they can do for themselves”.
* The aim is to get your child to think for themselves, to reason, to understand deeply, to build knowledge, to leverage their thinking with others and put knowledge to work in their own lives.
* Give your child roles and responsibilities as it makes them feel valued and worthwhile and helps to make them independent.
* Give your children clear boundaries and realistic expectations for behaviour.
* Develop resilience.
* Never underestimate the importance of speaking and listening to your child as it underpins all their learning. Engage them in lots of talk. Through talk, help them to wonder and question the world around them.
* Talk to them about their learning, what they find difficult, easy, puzzling etc. Help them clarify their thinking by throwing in lots of why questions and ‘becauses’
* Encourage them to be critical thinkers, readers, speakers and listeners.
* Introduce them to ‘powerful words’. This develops their vocabulary and encourages them to use interesting words.
* When learning spelling, encourage looking at word patterns, word building, usage and the origin of words.
* Display, in prominent places, things that need to be learnt, like times tables, spelling words etc.
* Use real life, everyday situations, like cooking and shopping to help them develop their mathematical skills and thinking.
* Involve them in the use and handling of money when shopping. Compare prices, weights etc. and discuss ‘best buy’.
* Still read to and with them. Talk to them about their reading, even read what they are reading. Discuss things like, what inferences are made, what predictions are reasonable and what conflict and resolution takes place. Stop and discuss interesting words and descriptive, emotional (beautiful) passages.
* Share their music with them and discuss the lyrics.
* Encourage your child to make connections in their learning and with the world around them.
* Finally discuss social issues with them to help develop their awareness, thinking and understanding of the world around them.

**The Victorian Department of Education and Training has some excellent online resources for ways you can support your child’s learning.**

General Information and Parent Support Articles

<https://www.education.vic.gov.au/parents/Pages/default.aspx>

Numeracy

[Mathematics and numeracy at home](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/maths/Pages/maths-and-numeracy-at-home.aspx) including [Birth to Level 2 - Numeracy at home](https://numeracyguidedet.global2.vic.edu.au/numeracy-at-home-birth-to-level-2/)

Reading, Writing, Speaking and Listening

[How to build your child's literacy skills from birth to year 2](https://www.education.vic.gov.au/parents/learning/Pages/literacy-birth-year-2.aspx)

STEM (Science, Technology, Engineering and Mathematics)

[Science, technology, engineering and mathematics (STEM) skills](https://www.education.vic.gov.au/parents/learning/Pages/stem.aspx)

# Looking After Your Child's Wellbeing

[Looking after your child's wellbeing](https://www.education.vic.gov.au/parents/family-health/Pages/your-childs-wellbeing.aspx)