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CLASSROOM INFORMATION FOR YEAR 3, ROOM 4

CLASS TEACHER: Miss McNamara (Miss Mac)

PHILOSOPHY: As the Churchlands Primary Year 3 team, we believe working in collaboration to develop critical and creative thinkers who are prepared with a skillset to ensure success in a global community is vital.

EXPECTATIONS: Our expectations are that students come prepared to learn every day with a growth mindset.

CLASSROOM AGREEMENTS: Each class has gone through the process of determining and agreeing upon the expectations for teaching and learning.

Room 4 Classroom Agreements
Speak in a positive tone to peers and adults.
Never give up- be persistent!
Look out for your peers.
Respect everyone and everything
Listen attentively and follow instructions
And Be Awesome!

CURRICULUM: Term 1 (Information will be sent out start of each term with focus of areas)

English: Writing- Persuasive and Narrative texts
Reading- Inferring and Determining Importance comprehension strategies
Spelling- *Words their Way*

Maths: Number- Place Value, Mental computation strategies
Measurement- Estimation and Length
Problem Solving – worded problems

Science: Earth Sciences – Night & Day

HASS: Australian Geography, History – Local sites of significance, National and Global celebrations/commemorations.

Health & Wellbeing:

We are following the Bounce Back program which will focus on the following core values: Honesty, Fairness, Responsibility, Support, Cooperation, Acceptance, Respect, and Friendliness. This a whole school approach to promote the qualities of a 'STRONG' person. Protective behaviours, cyber safety and bullying will be incorporated into the health program following the WA health curriculum. Churchlands Primary follows a Social Skills program which comprises of 10 skills that will be explicitly taught.



- ❖ Following instructions
- ❖ Taking turns
- ❖ Sharing
- ❖ Active listening
- ❖ Interrupting appropriately
- ❖ Saying 'please' and 'thank you'
- ❖ Disagreeing in non-hurtful ways
- ❖ Appreciating others
- ❖ Acknowledging others
- ❖ Using appropriate entry skills






TECHNOLOGIES CURRICULUM & DIGITAL LEARNING:

Students will be taught the Digital Capabilities as outlined in the WA curriculum in contexts of:

- connecting authentically with their world,
- allowing more efficient direct and specific feedback,
- delivering individualised, relevant, and rich information to the individual student,
- and offering a very wide spectrum of digital authoring choices, allowing our students to demonstrate their knowledge in exciting and new ways.

The Digital Capabilities aim to help our students develop their skills within the 4 C's - **Collaboration, Communication, Creativity and Critical Thinking**.

CORE TECHNOLOGY:

<p>Showbie</p> 	<p>SeeSaw</p> 	<p>Book Creator</p> 	<p>PicCollage</p> 	<p>Explain Everything</p> 
<p>Send, receive, manage learning (@ school)</p>	<p>Create, explain, share learning (with home!)</p>	<p>Create, receive, share, publish learning</p>	<p>Create, receive, share, publish learning</p>	<p>Create, explain, share learning</p>

DIGITAL CURRICULUM:

- Semester 1 - Digital Technologies
- Semester 2 - Design & Technologies

DIGITAL CITIZENSHIP: Digital Citizenship is a growing and an important learning area for students. The curriculum covers 'learning to be a engaged and positive' digital citizen, while having an understanding of the dangers and 'pitfalls' of being connected.

At Churchlands Primary School, we include it in both our Digital Technologies, and Health planning, and maintain 'at-need' learning throughout the year.

For further information on the Digital Learning Program at Churchland PS, including Digital Citizenship and e-Safety please refer to the school's website.

<http://www.churchlandps.wa.edu.au/class-news/byod-ipad-program/>

iPADs: We request that students bring their iPad fully charged, to school every day. It must be in a protective cover with their name clearly marked on it. It is highly recommended that the iPad is stored in a book bag and placed in the child's school bag away from drink bottles and other liquids. When the classrooms open at 8.35am, students will place their iPad in a secure storage box. The iPads will be assessed for learning tasks as required and returned to the storage box which will be locked at break times and when students are out of the classroom.

ASSESSMENT: Each term we undertake numerous assessments in a variety of learning areas, following the whole school assessment plan. The data is used to track student progress, and in collaboration with the Year 3 teachers we plan targeted programs addressing point of need.

NAPLAN is scheduled for May 15-17. NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum. It identifies whether all students have the literacy and numeracy skills that provide the critical foundation for their learning, and for their productive and rewarding participation in the community. Students are assessed using common national tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. The tests broadly reflect important aspects of literacy and numeracy in the Australian Curriculum adopted by each state or territory.

SPECIALIST TEACHERS and LIBRARY TIME:

PE – Mr Marshall	Friday 2.20-3pm
Music – Mr Howesmith	Tuesday 9.45-10.45am
Art – Mrs Cockerill	Thursday 2-3pm – <u>Students need to be collected from Art room at 3pm.</u>
Drama – Mrs Idle	Thursday 11.05-11.45am
French – Ms. Murphy	Tuesday 8.45-.945am
Library-	Monday 2.35-3pm

We are available for appointments during specialist teaching times and other times.

* Please note that these times are subject to change throughout the year.

HOMEWORK: Homework will commence in week 5. This will consist of reading, spelling, general maths, other specified learning tasks and at times, completion of work. Homework should not exceed 20 minutes which follows the School Policy.

ARRIVING AT SCHOOL: The classroom opens at 8:35am each morning. All students **MUST** be seated and ready to learn by 8.45 am.

CRUNCH and SIP: This will be in the morning session.

UNIFORMS / HATS – It is expected all children will wear the endorsed school uniform, including appropriate sandals or shoes and socks. Hats are to be worn outdoors at all time. The school upholds a strict No hat – No Play policy. Students without hats will be asked to sit in the designated shaded area outside the Junior Block.

Every Friday is House Shirt Day! All students are encouraged to wear their house shirts.

PARENT HELPERS: Should you wish to assist please send a note with your child indicating your availability.

PARENT INTERVIEWS: (PROCESS)

- The parent/teacher interview will be on Wednesday 27 June. The school closes at 11.45am and parents will be scheduled for a 10 minute interview between 12noon and 6pm
- Conferences will be held each semester between teacher and parent for students on Individual Education Plans. In addition, feedback will be provided informally.
- Should you wish to arrange an additional meeting to discuss any aspect of your child's education, please email your classroom teacher directly.

TEACHER: CONTACT DETAILS

Room 4 Lucy McNamara

Lucy.Mcnamara@education.wa.edu.au

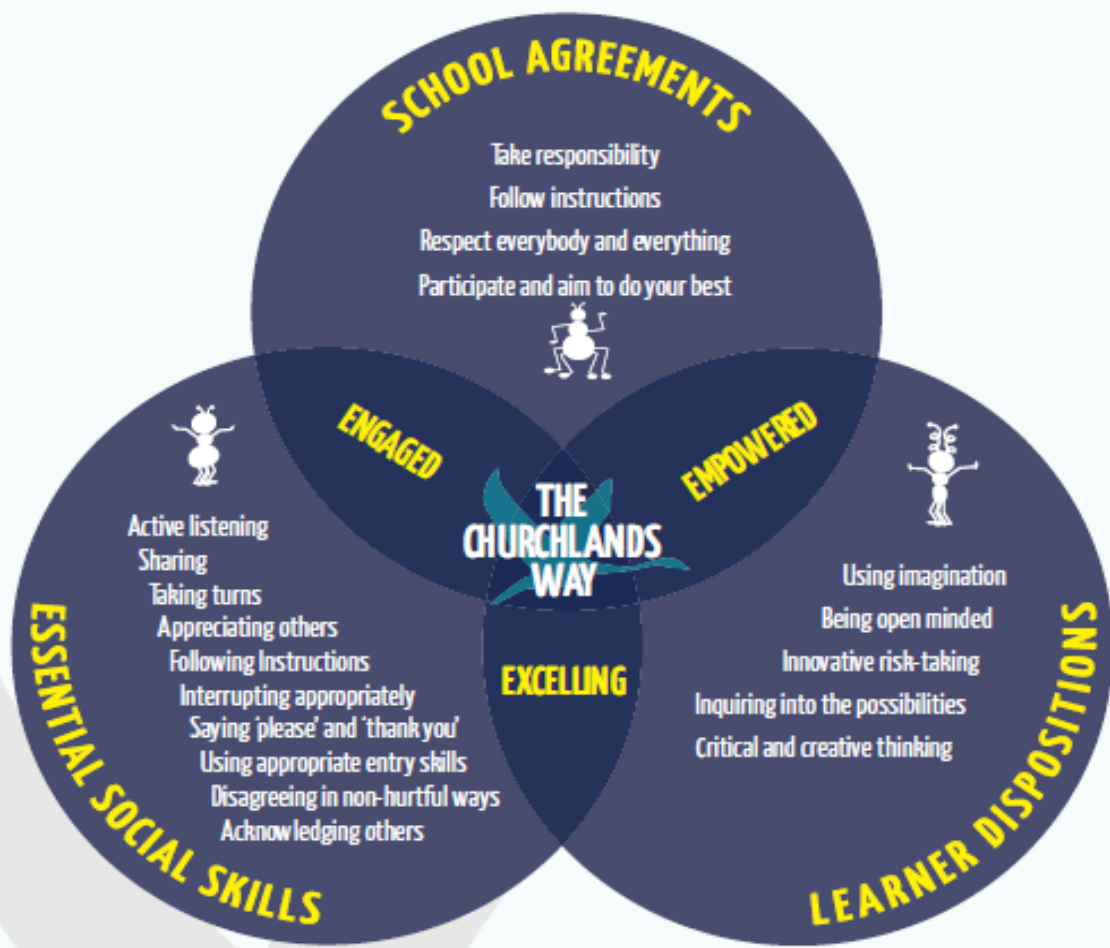


Churchlands
Primary School

...Learning for life

CHURCHLANDS PRIMARY SCHOOL HIGH PERFORMANCE · HIGH CARE

Growing successful students in an inclusive environment.



...Learning for life

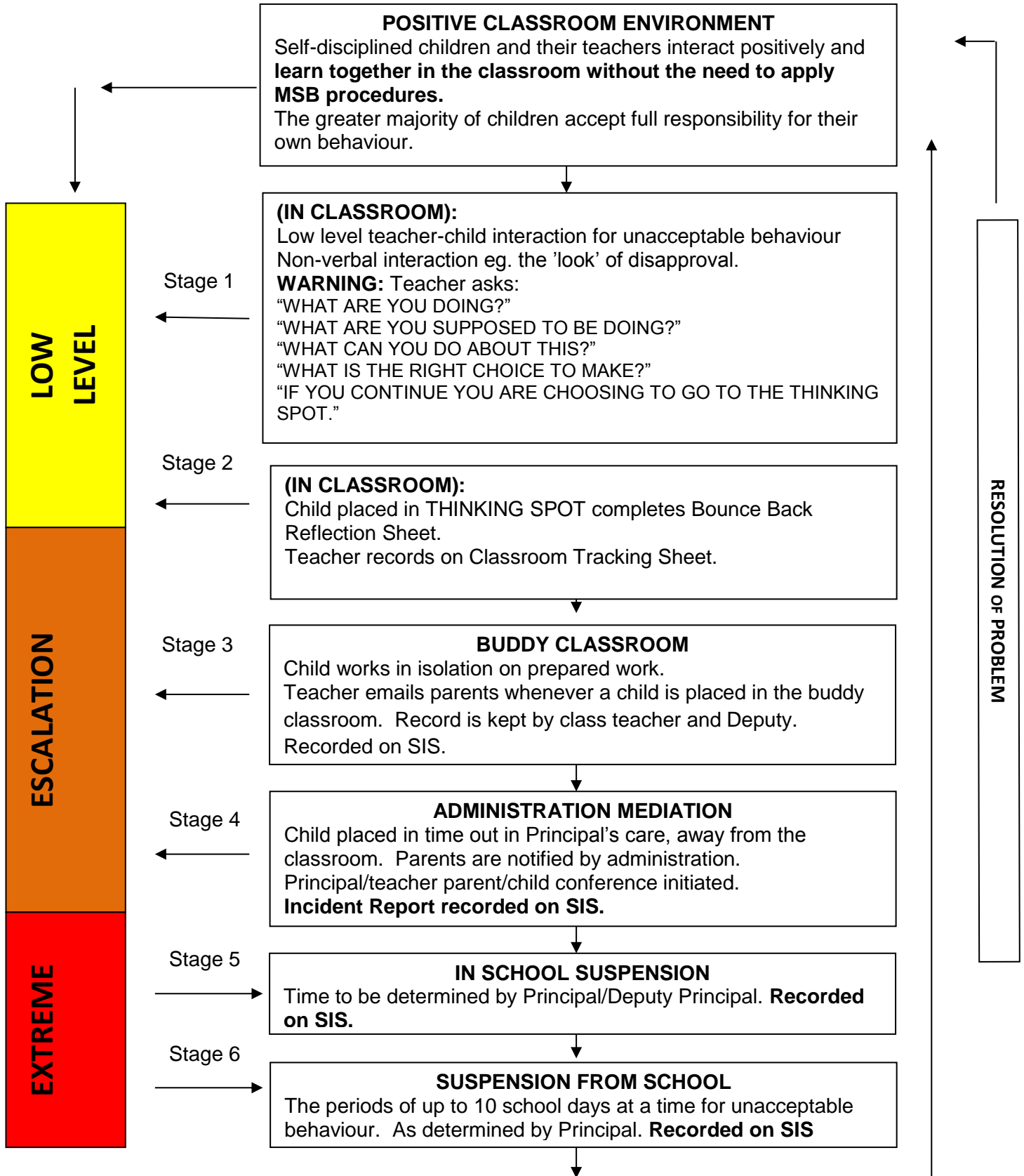
iPad Care @ School

- Hands only on my iPad
- I will bring my iPad to school fully charged each day
- I will be cybersafe
- I will have my name on my iPad
- I will not take my iPad out of its cover
- I need my teachers' permission to take my iPad outside during the school day
- I will not take my iPad outside during recess or lunch
- I will only use educational apps at school
- I will not carry my iPad in the same compartment as drink bottles
- I will have only appropriate music and language stored on my iPad
- I understand that my photos and videos may be checked by my teachers or parents
- I understand that I may lose my iPad privileges if do not follow the above rules.



BEHAVIOUR MANAGEMENT IN THE CLASSROOM:

CLASSROOM POSITIVE BEHAVIOUR SUPPORT SYSTEM: K-6



SCHOOL EXPECTATIONS:

RIGHTS AND RESPONSIBILITIES

Essential Guidelines

Rights and Responsibilities: STUDENTS

Stakeholders will work together to create an atmosphere where students are:

- expected to behave well in the learning environment.
- feel respected and capable.
- are actively engaged in the curriculum and are provided with interesting ways to learn.
- feel cared for by school staff and develop a sense of belonging to the school; and
- where teachers know them well, build on their strengths and encourage them to persist with tasks until they succeed.

All STUDENTS who are part of the school community have the RIGHT to :	All STUDENTS who are part of the school community have the RESPONSIBILITY to :
<ul style="list-style-type: none"> ● Feel safe at CPS. ● Access the full curriculum. ● Be included. ● Be treated with respect. ● Learn in a well maintained environment. 	<ul style="list-style-type: none"> ● Follow the rules. ● Work to the best of your ability. ● Respect their own and school property. ● Respect themselves and others. ● Manage their daily responsibilities.

Rights and Responsibilities: STAFF

All staff at CPS understand that:

- behaviour is learned, and so with those students who regularly misbehave, all staff see their job is to help those students learn more productive and responsible behaviours.
- behaviour is influenced by the situation in which it occurs, and so all staff act to change the student's behaviour by altering some aspects of the classroom situation.

All STAFF who are part of the school community have the RIGHT to:	All STAFF who are part of the school community have the RESPONSIBILITY to :
<ul style="list-style-type: none"> ● Be safe from verbal and physical abuse ● Feel supported, valued and empowered by administration and colleagues ● Be well informed of and contribute to school processes, plans and policies ● Be trusted and respected by students, parents and colleagues ● Open and transparent communication with all stakeholders ● Effective training/strategies to create a learning environment where students can achieve to their potential 	<ul style="list-style-type: none"> ● Be proactive and preventative by modelling and teaching appropriate behaviour in a safe and inclusive environment. ● Develop resilient students. ● Provide support to children, parents and colleagues. ● Be consistent and fair with implementation of the Behaviour Policy and well informed of department policies. ● Maintain high expectations and provide valuable and constructive feedback to students. ● Communicate in a respectful, open and clear manner with all stakeholders in a confidential manner.

- Be punctual and provide observant duty of care.

Rights and Responsibilities: PARENTS

All PARENTS who are part of the school community have the RIGHT to be :	All PARENTS who are part of the school community have the RESPONSIBILITY to :
<ul style="list-style-type: none"> • Treated with respect, fairness, honesty and courtesy. • Accorded direct lines of communication and access to teachers and the administration. • Provided full transparency on how the school deals with behavioural matters. • Allowed open and honest communication in a safe environment. • Made fully as required aware of all relevant processes and protocols with regards to remediation, intervention, escalation and issue resolution. • Be safe from harassment of all kind. 	<ul style="list-style-type: none"> • Have their child attend school punctually and regularly. • Create an environment that produce children who want to go to school. • Practise active engagement and active listening when dealing with children, other parents, teachers and administration. • Support and adhere to the school's processes and policies in words and action, not work against it. • Develop resilient kids and choose 'battles' wisely – not every 'school yard disagreement' needs an escalation. • Exercise common sense, practicality and reasonableness when dealing with day-today issues. • Resolve grievances through established processes, not unilaterally by confronting other children, teachers and / or parents. • Take responsibility and ownership for process as well as outcomes. • Help / support other parents on meaningful engagement with the school when there is an issue. • Project positive role modelling. • Support your child's learning – 'set them up for 'success' and readiness to learn. • Be equipped to respond to your child's physical, psychological and emotional needs in the school environment.

YEAR 3 PHYSICAL EDUCATION

Every Year 3 student will participate in structured Physical Education lessons with Mr Marshall. On top of that every Friday, commencing after swimming, they will participate in 40 minutes of Middle Sports with all Year 3 and Year 4 classes. The lessons are designed around in improving the students' fundamental movement skills, understanding movement and learning through movement.

Fundamental Movement Skills – We focus on three areas; body management, locomotion and object control.

Body management- Students will learn how to perform all movements in the correct way.

Locomotion – Students will learn how to perform the following skills correctly; Lateral movement, skipping, jumping (for height and distance) and hopping

Object control – Students will learn how to perform the following skill correctly; underarm throwing, overarm throwing, catching, striking and drop punt (kicking out of the hand).

Understanding Movement – Students will learn how regular physical activity benefits health and wellbeing.

Learning through Movement – In this area student will learn the following; thoughtful strategies to include others in physical activity taking into account their feeling, and create a simple game with a set of rules.

Assessment

During 2018 students will be assessed on the following;

- Jumping (for distance)
- Underarm throw
- Catching
- Overarm throwing
- Bouncing a ball
- Understanding of how physical activity benefits health.
- Explain thoughtful strategies to include others in physical activity
- Ability to create a simple game with a set of rules.

Visual Art 2018

All students need to bring an old shirt to put over their uniform to protect it against accidental splatters from paint or ink or clay. The paint we use is water washable but the dyes in the paint can stain fabric. During term one all students will be looking at Sculpture and at the end of term we will be holding the Sculpture By The school art show. See the newsletter for regular updates. The art room is an open classroom where you are all welcome to come and enjoy your children's ideas and progress. Please encourage your child's efforts and ask them to tell you about what they have been doing.

melinda.cockerill@education.wa.edu.au

Drama:

Students will be participating in a drama lesson once a week for 40 minutes in the Drama Room (next to the library).

Curiosity, imagination and creative thinking will be essential ingredients for each lesson. Students will be performing improvised and scripted drama in class, exploring roles and imagining situations. Developing confidence, self-esteem and relevant social skills are also core aims this semester. In addition, an appreciation of vibrant oral language and engaging vocabulary will be nurtured.

Mrs Idle is available to discuss aspects of the drama curriculum and student progress before school Tuesdays and Thursdays by appointment.

Mrs Idle can also be contacted by email; Diane.Idle1@education.wa.edu.au

French:

At the beginning of each lesson we start with our "calendrier" refreshing the students understanding and knowledge of the days of the week, the months of the year and the cardinal numbers (1-31). Students have also begun to recognise and apply the use of high frequency words such as greetings and feelings. Over the last two weeks students have also begun learning verbs "être" and "avoir" and will continue to further their understanding of these two verbs, using them in modelled statements and questions. The students have shown great excitement and enthusiasm towards the French language program and I am looking forward to seeing great progress throughout this term!

Sarah Murphy

Sarah.Murphy@education.wa.edu.au

Music Program Summary 2018 – each class receives 1x 60 minutes of tuition each week

Whole school (Pre primary to year 6) will learn and sing community songs including

ANZAC song, Music Count Us In song, WA day song

Pre Primary

- Action songs and singing games- chanting, singing, dancing, moving hands and body
- Explore sounds in environment and instruments in classroom
- Singing for enjoyment, expression and meaning
- Creative movement to music
- Compose musical ideas to suit a theme
- Listening activities including responding to music and song lyrics

Year 1 and 2

- Singing games to explore drama, actions, singing solo and rhythm
- Singing for enjoyment – fun engaging songs to sing, explore and enjoy
- Instrument exploration – familiarity with names and sounds
- Sparky's Magic Piano – classical music explored through a video
- Composition through books and utilising the PP soundscape garden
- Listening activities and creative movement – responding to music
- Music First digital music programs to be utilised

Year 3 and 4

- Recorder (yr 4 only) playing and ukulele playing (yr 3 and 4)
- Peter and The Wolf – musical study of characters using musical elements
- Intro to the classics of classical music and their composers
- Singing enrichment – technique, warm ups, performance, engaging songs to enjoy
- Rhythmic project – Ti's and Taa's, clapping singing games, Kodaly word rhythm compositions
- Structured Parody Writing using obvious elements of known songs
- Short Blast music making experiences – quick one lesson diverse experiences
- Music First digital music programs to be utilised

Year 5 and 6

- Short film music composition using a Pixar cartoon
- Popular songs – listen and study as a class and individually
- Symphony Orchestra and score study – Mozart; The Haffner
- Uke development – more difficult chords, rhythms and scales plus improvisation
- Rhythm playing and writing including drum kit and digital rhythm writing
- Parody writing – analyse some fun parodies before writing your own
- Short Blast music making experiences – quick one lesson diverse experiences
- Music First digital music programs to be utilised

Michael Howesmith Music Specialist

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