



Year 3

Mullaloo Beach

PRIMARY SCHOOL



Mullaloo Beach Primary School is an Independent Public School located in the beachside suburb of Mullaloo. As a school, we are committed to providing educational excellence in a positive, nurturing and values based environment which recognises and supports students' individuality. The school has a culture of high expectations and a strong focus on learning success for every child. Teachers have a clear focus on the learning and explicit teaching of the Western Australian curriculum.

The culture of the school is built on open and honest communication and respectful relationships. It is important to us that our students enjoy their experience at Mullaloo Beach Primary, develop a deep love of learning and build friendships that last a lifetime.

In addition to focusing on high performance and high care at a school level, Mullaloo Beach is committed to implementing the Departmental priorities:

1. Success for all students
2. High quality teaching
3. Effective leadership
4. Strong governance and support

Our comprehensive planning structure ensures continuity in teaching, learning and assessment and our high quality specialist programs provide students with opportunities to showcase exceptional talent across a variety of areas.

Our Focus 2019

At Mullaloo Beach our students are the central focus of our school. Our goal is to provide the best possible conditions and support for them to do their best.

This Year Level outline is shaped by the Western Australian Curriculum, the diverse needs of our students and our commitment to creating a culture of high expectations for our students.

Honesty • Respect • Knowledge



Year 3 Curriculum Overview

OVERVIEW

In Year 3, we focus on independence and resilience. Students have come from junior primary and require the skills to be independent learners. We strive for academic excellence, as well as providing a safe and inclusive environment for all.

It is important for students to learn a variety of different strategies to help them through the senior years of schooling. This means that students are exposed to different ways of learning.

Building positive relationships with students is always a key focus in any classroom. We ensure that all students feel safe and welcome in a positive driven classroom. Students are praised for their effort and determination. Work is showcased on a regular basis, as well as sharing work with parents, via our communication tools.

Communication with parents is vital for a strong home and school connection. We have an open door policy where we welcome parents and families into our classrooms. We pride ourselves on being approachable and available for parents when needed.

We create an engaging learning environment and this is achieved by our integrated approach to learning. This means that we incorporate cross-curricular activities to ensure that we include multiple skills into lessons.

With our ever-changing society, technology becomes more prominent in our lives. In the classroom we have an emphasis on ensuring that these skills are taught through the use of technologies.

ENGLISH

In Year 3 English, for Reading and Writing we follow the whole school approach Talk4Writing and Guided Reading.

Within Talk4Writing students learn the structural and language features of texts.

Guided Reading is a strategy we use to improve reading fluency and as well as comprehension skills. Each week a new reading strategy is scaffolded by the class teacher prior to students working in small groups to demonstrate their understanding of that strategy. We encourage home reading on a nightly basis with a focus on students selecting their own books. Those students requiring specific readers will be allocated books from the school.

The PLD (Promoting Literacy Development) is our whole school Spelling program. Each week students are provided with a new list based on their spelling ability. As part of Speaking and Listening, we provide opportunities to share ideas and present formal speeches.

MATHEMATICS

The strands of Mathematics are Number and Algebra, Measurement and Geometry and Statistics and Probability. In Year 3, the focus of teaching maths moves away from using concrete materials and we begin to teach the students a variety of strategies. This means that students are taught different methods to solve a problem. We engage the use of the RUCSAC model (Reading, Understanding, Choosing, Solving, Answering and Checking) to teach students how to solve problems.

A key focus in Year 3 is learning times tables and their related division facts. Students are encouraged to learn their times tables with instant recall, focusing on 2's, 3's, 4's, 5's and 10's. This links with the whole school times tables challenge where students earn badges for their knowledge of times tables.

Using the Maths text book as an additional resource, to reviews and consolidates concepts taught.

HUMANITIES AND SOCIAL SCIENCE

The teachers plan a term and a half for Geography and for History and a term for Civics and Citizenship. In the skills component we focus on inquiry-based learning and locating a variety of information from photographs, maps, books, posters, interviews and the internet. There is a focus on developing criteria for selecting relevant information that is accurate, reliable and useful.

In Geography the children focus on Australian states, territories, capital cities and major regional centres of Western Australia and the location, and identifying attributes of Australia's major natural features. Investigations are carried out on the location of Australia's neighbouring countries and their diverse natural characteristics and human characteristics.

In History the students investigate the historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems.

In Civics and Citizenship children investigate democracy, rules and community groups. They identify the benefit to individuals and groups.

It is important for students to value their own culture, languages and beliefs of others. We include a significant unit of Aboriginal and Torres Strait Islanders culture and the impact on our historical links. The school supports guest speakers, dances and music to enrich the children's understanding of our indigenous culture.

HEALTH

In Health, we incorporate the use of the MindUP program, which focuses on student social and emotional wellbeing. Students are provided with opportunities to explore and strengthen their personal identity and broaden their understanding of physical, social and emotional changes as they grow older. Students practise skills and strategies to promote positive relationships.

ART

In Year 3, students extend their understanding of the visual art elements. This includes a focus on shape, line, space, colours and texture. They experiment with varying techniques and explore famous artists. As they make and respond to artwork, students are introduced to the use of visual art terminology.

DIGITAL TECHNOLOGIES

Technologies is incorporated into our daily classroom practices. We provide opportunities for students to plan, design, build and evaluate projects. As well as, collaborating with the Science specialist on a STEM (Science, Technologies, Engineering and Mathematics) project at least once a year. These projects promote positive collaboration between students and higher-order thinking skills. We engage the use of iPads, laptops, other digital tools and terminology to foster the necessary skills to promote technologies. We teach students skills that include:

- using Microsoft Word and PowerPoint
- how to create a flow chart
- uploading photos and documents to a digital platform
- recording reading fluency
- research skills
- typing skills
- using different Apps

sharing work with parents and families through the use of a digital portfolio

DESIGN TECHNOLOGIES