INTRODUCTION

TO PARENTS OF STUDENTS IN YEAR 3:

Year 3 students are the youngest in the Year 3 to Year 6 cohort.

This group is now triple streamed. The emphasis for these students’ education is on literacy, numeracy and communication skills as well as physical education, the arts and spiritual endeavours. A string’s program is offered to this group for a semester to see if they enjoy playing an instrument. The children have a specialist teacher for Physical Education 1 hour, Music 1 hour, Art 1 hour, Creative and Critical Thinking 1 hour and LOTE (Italian) 1 hour.

This Subject Handbook will assist you with your child’s formal education, with a focus on curriculum. For further information regarding GMAS Policies and Procedures, including Student Presentation, Uniform Code, Pastoral Care, Daily Routines and communication guidelines, please refer to the “Georgiana Molloy Anglican School Parent Information Booklet.”

In order to keep parents informed of the class routines and expectations, a Parent Information Evening is held on the second Monday in the first term. Parents meet with the teacher who will brief them on their routines, expectations and particular themes and activities relevant to this year group. A homework diary is a daily source of communication between school and home. Parents are expected to read it and sign it each night. Comments about your child’s behaviour, performance or wellbeing can be noted in it. Teachers sign the diary each day and some calendar events are also noted in the diary.

ASSEMBLY

Year 3 students attend Junior School Assembly each Tuesday afternoon in the MAC. Each class takes it in turns to present an item at the assembly. Notices, achievements and accolades are noted and celebrated at this time. Merit certificates are also awarded to deserving students.

CHAPEL

Year 3 attend Chapel services lead by our Chaplain each Friday after recess. Each class takes it in turn to present prayers and readings from the Bible.

THE TIMETABLE

Classes at GMAS are organised around a five day timetable. Throughout the day, Year 3 has a fitness session with their class teacher and a short time to have a healthy food snack to keep their minds active and alert. Drinking water from their own water bottles throughout the day is encouraged.
# 2015 Student Daily Timetable

<table>
<thead>
<tr>
<th>TIMES</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>8.40 – 9.00am</td>
<td></td>
<td>Homeroom/Assembly</td>
<td>8.40am – 9.15am</td>
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<tr>
<td>PERIOD 1</td>
<td>9.00 – 10.05am</td>
<td></td>
<td>Period 1</td>
<td>9.15am – 10.15am</td>
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<tr>
<td>PERIOD 2</td>
<td>10.05 – 11.10am</td>
<td></td>
<td>Period 2</td>
<td>10.15am – 11.10am</td>
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<tr>
<td>RECESS</td>
<td>11.10 – 11.30am</td>
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<td>Recess</td>
<td>1.10 – 11.30</td>
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<tr>
<td>PERIOD 3</td>
<td>11.30 – 12.30pm</td>
<td></td>
<td>Period 3</td>
<td>11.30am – 12.30pm</td>
<td></td>
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<tr>
<td>LUNCH</td>
<td>12.30 – 1.10pm</td>
<td></td>
<td>LUNCH 12.30 – 1.10pm</td>
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<tr>
<td>PERIOD 4</td>
<td>1.10 – 2.15pm Register</td>
<td></td>
<td>Period 4</td>
<td>1.10 – 2.15pm</td>
<td></td>
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<tr>
<td>PERIOD 5</td>
<td>2.15 – 3.20pm</td>
<td></td>
<td>Period 5</td>
<td>2.15 – 3.20pm</td>
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HOUSE STRUCTURE

Each student is allocated to a House. The Houses are named after Bay regions within the Busselton Shire. There are six (6) Houses.

They are as follows:

<table>
<thead>
<tr>
<th>HOUSE</th>
<th>COLOUR</th>
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</thead>
<tbody>
<tr>
<td>BUNKER</td>
<td>RED</td>
</tr>
<tr>
<td>EAGLE</td>
<td>GREEN</td>
</tr>
<tr>
<td>FLINDERS</td>
<td>LIGHT BLUE</td>
</tr>
<tr>
<td>GEOGRAPHE</td>
<td>YELLOW</td>
</tr>
<tr>
<td>HAMELIN</td>
<td>PURPLE</td>
</tr>
<tr>
<td>MEELUP</td>
<td>DARK BLUE</td>
</tr>
</tbody>
</table>

Each House includes students from each of the Years Kindergarten to Year 6. Students in Year 3 are involved in Inter-house Swimming, Cross Country, Athletics and some cultural activities.

Year 3 students have lessons in English, Mathematics, Science, Society and Environment, Christian Religious Studies, Health Education and Technologies with their class teacher and these lessons with a Specialist teacher: Languages Other Than English (LOTE – Italian), Physical Education, Visual Art, Music and Critical and Creative Thinking.

DESCRIPTION OF LEARNING AREAS

Christian Religious

The Christian and Religious studies program covers six learning strands;

1 Bible
2 Story of the Church
3 Philosophy
4 World Religions
5 Meditation Prayer and Worship
6 Ethical Decision Making and Living

Bible
Students understand that the bible and its teachings can influence people’s viewpoints and how they live their lives. They investigate its central themes and are able to articulate its influence on their perspectives and belief.
**Story of the Church**

Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society. They are able to investigate and analyse factors influencing the Church’s growth and continuity and consider its future in Australian society.

**Philosophy**

Students evaluate a range of perspectives including scientific, social and the philosophy of religion when examining their sense of purpose and meaning. They are able to investigate and understand the key tenets of religious belief and their impact on the world around them.

**World Religions**

Students understand and evaluate the role of world religions and their contributions to contemporary society. They demonstrate their appreciation and understanding of a range of religious beliefs through comparative studies.

**Meditation Prayer and Worship**

Students are able to experience and understand a range of forms of stillness and silence, prayer, reflection and worship. They can evaluate and explain the role of these acts and their influence on their spiritual journeys.

**Ethical Decision Making and Living**

Students can formulate and justify personal viewpoints on a range of ethical issues and examine the relationship of these to their religious beliefs. They investigate and understand a range of ethical issues and theories and evaluate their influence on contemporary society.

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**English Learning Area**

The study of English helps to create confident communicators, imaginative thinkers and informed citizens. Through English, individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. English helps students to engage imaginatively and critically with literature and to expand the scope of their experience.

Students come into Year 3 with varying experiences and the teaching programs seek to build on this. Oral competence is developed through debates, assembly items and poetry recitals. Year 3 students are encouraged to read with understanding, supported by the Accelerated Reader Program, guided reading groups and comprehension activities.

**Language – Knowing about the English Language**

The Year 3 program understands that languages have different written and communication systems, different oral traditions and different ways of constructing meaning. Through social interactions within the classrooms, students will learn to take turns and vary their degree of formality dependent on the situation. Year 3 students are exposed to different written texts and novels within school and at home.

**Literature – Understanding, appreciating, responding to, analysing and creating literature**

The Year 3 program ensures that students look at texts in which characters, events and settings are portrayed in different ways and from different perspectives. The students are encouraged to make connections between books they read and their own prior knowledge. Year 3 students are exposed to differing genres to enable them to establish their own personal preferences. They will create their own texts to include imaginative, informative and persuasive texts.

**Literacy – Explaining the repertoire of English usage**

Year 3 students are asked to consider differing points of view and participate in discussions and conversations. These take the form of assembly items, debates or informal discussions. The students begin to write with joined letters and seek to edit their own work.

To Be Reviewed January 2016
Mathematics Learning Area

Mathematics provides students with essential skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Year 3 students are exposed to a variety of problems both inside and outside the classroom. The teaching is supported by the use of Mathletics to help students gain a better understanding and greater fluency of certain concepts.

Number and Algebra

Year 3 students are expected to represent numbers to 10,000 as well as recall simple subtraction and addition facts. They are exposed to problems designed to develop more efficient mental strategies for computation and recall multiplication facts. Year 3 students represent fractions such as ½ and ¼ and their multiples to a whole and work through problems involving money.

Measurement and Geometry

Students measure using grams, kilograms, metres and centimetres as well as tell the time to the minute. Year 3 students make 3D models and describe their attributes as well as interpret maps and identify lines of symmetry.

Statistics and Probability

Year 3 students conduct chance experiments and describe possible outcomes as well as graphing results.

Society and Environment Learning Area

The Society and Environment learning area develops students’ understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.

The students will investigate themselves, their relationships and their immediate experiences in family, school and community. Emphasis will be given to the development of social skills of inquiry, decision making and working with others. They read, view and construct simple maps, graphs and tables. Students will be introduced to the concept of culture by investigating the shared and unique features of all human beings.

Students develop an awareness of social groups and the sense of belonging that comes from being part of a group. The Year 3 program will introduce students to the concept of times past through their personal and family history and of their local community. Students consider the importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. Commemorated days in Australia such as ANZAC Day and Australia Day are studied as well as the celebrations elsewhere in the world; for example Bastille Day in France and Independence Day in USA.

The concept of systems is explored through human dependence on nature and the impact of humans on nature. Social systems are introduced by looking at rules and decision making in the classroom and school.

To Be Reviewed January 2016
Science Learning Area

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

In experiencing science, students experience the joy of scientific discovery and nurture their natural curiosity about the world around them.

In Year 3 students observe heat and its effects on solids and liquids, developing an understanding of energy flows through simple systems. Year 3 students represent relationships using graphs and tables and seek to make predictions. They observe features and distinguish living from non-living things and consider cycles such as day and night.

Physical Education

Physical Education at Georgiana Molloy Anglican School is a developmental program that provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others’ health and well-being.

In Year 3 the focus is on getting students to participate competently and confidently in physical activities such as play, games, sports and dance. Some sports studied include: Hockey, Cross Country, Soccer, Athletics and European Handball. Students focus on using their fundamental movement skills in a modified game and learning the importance of safety considerations and awareness of direction of play in game situations. Some focus will also be placed on strategies for individual activities and daily fitness.

Health Education

Health Education provides students with an understanding of health issues and the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others’ health and well-being.

Knowledge and Understandings

Through the Year 3 program, the students gain a clear understanding of what it means to be healthy. They develop a deeper knowledge of personal health, growth and development and the acceptance of personal responsibility for their health and physical activity. They practise skills to keep themselves safe and protective behaviours that avoid or reduce risk. They examine the social factors which influence physical and mental health and develop an understanding of the need to respect others.

Self-Management Skills

The students will practise decision-making, goal setting and planning skills through interaction with peers. With assistance, the students will look at the positive and negative consequences of their decision making. The students develop time-management skills and how to handle time pressures through class routines, class responsibilities and homework deadlines.
Interpersonal Skills

The students learn and practise communication and cooperation skills to strengthen and maintain relationships. Teaching and learning activities focus on the skills of speaking clearly, listening to others without interruption, taking turns when speaking and listening and responding to clear instructions. Students will learn to expand their negotiation skills to maintain relationships in group and social relationships. Students will be assisted to communicate their feelings appropriately in differing situations.

Technologies

Digital Technologies: Students use their knowledge of data and digital systems to copy processes and production skills as they create digital solutions. Within Year 3 the students will have access to iPads and will develop their skills to utilise this technology to assist them with their learning.

Design and Technology: Students apply knowledge, skills, experience and resources to the development of technological solutions that are designed to meet the changing needs of individuals, societies and environments. Students become innovative, adaptable and reflective as they select and use appropriate materials, information, systems and processes to create solutions that consider the short- and long-term impact on societies and environments.

Music

The Junior School Music Program builds on the Early Childhood Program and takes a more in depth look at music. Students will explore ideas and feelings through creating and making music, investigate several aspects of sound and use specific skills, techniques and processes to plan, present and respond to musical works. A number of topics are looked at, including composing jingles, creating their own musical instruments and following the development of music through history. Singing, dance and playing a number of instruments, including ukulele are all included in Junior School Music.

Year 3 music is a practical and enjoyable subject that has an emphasis on practical skills. Throughout the year students are offered the opportunity to participate in a Strings Program. In Year 3 students are encouraged and assisted to increase their skills in note reading and rhythm work. Activities will include composing and performing songs both as a class and in small group situations.

Italian

Italian in the GMAS Junior School focuses on many key vocabulary groups and is sequential in nature. Italian uses the four macro skills of Listening, Speaking, Reading and Writing in order for students to become more confident with their knowledge about Italy, enabling students to use specific language learning strategies and aspects of Italian grammar.

Year 3 students participate in a range of activities as they become more confident with their reading and writing skills in English. Students participate in games, language and craft activities which focus on listening, reading, writing and speaking in Italian. Students in Year 3 also participate in activities on the Interactive Whiteboard to make their learning more active and fun. Some formal aspects of grammar are introduced and students begin to use writing more creatively through the use of poetry.
**Art**

Visual Art is a developmental program in which concepts relating to elements and principles of art and design are explored through visual inquiry, design development, studio practice and are developed through Years 1 - 6. Art is a subject that introduces students to a way of understanding, interpreting and applying Visual Art for their own enjoyment. It is designed to teach processes and technologies, which later become useful life skills. By extending student’s understandings of Art ideas, it enables them to learn alternative modes of self-expression. By studying Art movements in a historical context and viewing images, students are able to build their sense of identity and culture, which supports them in gaining a sense of place in their community and wider society.

The Art program is a continuum, based upon a bi-yearly rotation of 6 focus areas of Art, such as; Drawing, Painting, Printmaking, Construction, Fibre/Textiles and Sculpture/3D. There is also an Annual Exhibition, where artwork displaying creativity and excellence is celebrated.

**Critical and Creative Thinking**

Critical and Creative Thinking involves active discussions and debate; identifying, exploring and exploring information and ideas, reflecting and evaluating and reasoning and procedures. Stories and books will often be the catalyst for discussion.