



**Term 1, Year 3, 2021**

**St Joseph's Primary School**

**Respect for Self, Respect for Others, Respect for Environment**

## **ST JOSEPH'S SCHOOL PRAYER**

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Dear God,

We thank you for our wonderful school. We are glad we belong to St Joseph's community.  
We pray that we will be safe and happy at school, and that we will learn much about You,  
ourselves and the world.

Help us to treat each other with respect and generosity.

We hope to be like St Joseph, a person who cared for others.

**Amen**

## **WELCOME**

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Welcome to Year 3, 2021! As we settle into our classrooms with the students, we'd like to welcome you all to another year at St Joseph's. Year 3 will be full of excitement, with the children taking part in their Reconciliation, their first School Camp, and a range of rich learning experiences inside and outside the classroom.

In Year 3 there is a big emphasis on routine and developing students personal organisation and responsibility. Students are expected to be at school by 8.50am. We will be starting each morning with prayer and daily routines which allows the children to be prepared for the day ahead. Please encourage your child to be prompt as this supports their organisation.

Each Friday afternoon, we will send you an email outlining the coming week's events.

## **COMMUNICATION**

Our doors are always open for your questions and concerns. To contact your child's teacher via email, please use the links below. Please cc both teachers if your child is in 3QD.

We look forward to working with you and your children, to ensure your child receives the best possible care and education.

Karen Quitt: [kquitt@sjelst.catholic.edu.au](mailto:kquitt@sjelst.catholic.edu.au)

Elly Dillon: [edillon@sjelst.catholic.edu.au](mailto:edillon@sjelst.catholic.edu.au)

Meg Wilkinson: [mwilkinson@sjelst.catholic.edu.au](mailto:mwilkinson@sjelst.catholic.edu.au)

## IMPORTANT TERM 1 DATES

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|----------------------------|--------------------------------------------|
| <b>29th January</b>        | Students Commence                          |
| <b>3rd February</b>        | Reconciliation Family Faith Night 6pm      |
| <b>5th February</b>        | Welcome Mass 12pm & Picnic 3:30pm - 7:00pm |
| <b>10th &amp; 11th Feb</b> | Parent/Teacher Interviews                  |
| <b>17th February</b>       | Ash Wednesday Mass Yr.1-6                  |
| <b>19th February</b>       | School Photos                              |
| <b>4th &amp; 5th March</b> | School Closure Day                         |
| <b>8th March</b>           | Labour Day - Public Holiday                |
| <b>9th March</b>           | Reconciliation Liturgy Year 3QD            |
| <b>11th March</b>          | Reconciliation Liturgy Year 3W             |
| <b>22nd March</b>          | Zoo snooze 3W                              |
| <b>23rd March</b>          | Zoo snooze 3QD                             |
| <b>1st April</b>           | Harmony Day & End of Term 1. Finish at 1pm |

## RELIGIOUS EDUCATION

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In the classroom, students will continue to take part in daily prayer and meditation. The explicit teaching this term will be based on the RE Curriculum area of 'Church and Community' and will be supported by 'Scripture and Jesus'. Children will explain connections between the family, local parish, the Archdiocese and the papacy. Students will reflect on a sense of belonging to the Church and school community and plan ways to contribute and take action.

Students will have the opportunity to 'take action' through the organisation and execution of Harmony Day.

## TOPIC

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This term, the children in Year 3 and 4 will be focusing on the Victorian Curriculum humanities area of Civics and Citizenship through the unit, 'Let's Build a Community'. Students will learn how people participate in their community as active citizens and factors that shape a person's identity and sense of belonging. We will be exploring the importance of volunteering and have been able to secure two wonderful guest speakers to talk to our students about their experiences. This topic will integrate beautifully with Religion this year. Students will take action by participating in the St Joseph's Harmony Day at the end of term to raise funds for East Timor.

## NUMERACY

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In Term 1, students will begin to revise their understanding of Number and Algebra skills, building on their knowledge from Year 2. Students will be provided with many opportunities to explore the below topics, using a range of authentic and open-ended learning experiences:

- Place Value
- Addition
- Subtraction
- Time

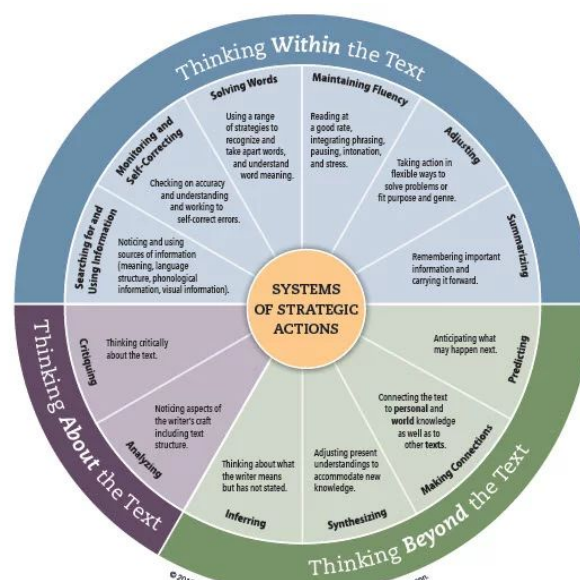
Students will be assessed regularly to inform our teaching and ensure that the learning is based on your child's needs.

## LITERACY

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Reading in Year 3 will be planned using the Fountas and Pinnell literacy continuum. Students will move from thinking **within** the text, to thinking **beyond** the text and, finally, **about** the text. In each area, there are twelve strategic actions that assist a reader in processing and understanding a text. Students will be explicitly taught each of these strategic actions, along with weekly Guided Reading groups, to target individual learning goals. Students will be grouped based on data collected from the end of 2020, and this will be used to set their personalised goals.

In Writing, students will maintain and strengthen their understanding of Persuasive texts. We will explicitly teach this text type and students will plan, draft, edit, share and publish their work. There will be a particular focus on pencil grip and the correct formation of letters in preparation for cursive writing.



## SPELLING

The students in Year 3 will be participating in a spelling program called Spelling Mastery. This complements the spelling approach used in the junior school where we continue to explicitly teach spelling skills. Spelling Mastery builds dependable spelling skills for students through a highly structured direct instruction method that blends the following approaches:

1. Phonemic approach - Helps spellers learn the relationships between spoken sounds and written letters and then apply them to spelling.
2. Morphemic approach - Exposes spellers to prefixes, bases, and suffixes.
3. Whole-word approach - Gives spellers at all levels the meaning and root of a word and shows how the word's spelling is influenced.

Spelling Mastery interweaves these three approaches to teach the spelling skills students need to become proficient readers and writers. Verbal and modeled instruction is provided in scaffolded steps to help students finish each concept before a new one is presented. Each week students will participate in four Spelling Mastery sessions.

## SOCIAL AND EMOTIONAL LEARNING

At St. Joseph's we explicitly teach our students social and emotional skills and strategies within our SEL curriculum. The program is designed to address the Personal and Social Capability from the Victorian Curriculum, as well as the 5 SEL competencies of:

- Self-management

- Self-awareness
- Responsible decision making
- Relationship skills
- Social awareness

To complement the teaching of the Personal and Social Curriculum, students will revisit our school rules, create a class motto, investigate cyber safety, as well as the 'St Josephs Safety Standards', written by the Student Representative Council. Alongside this, students will engage with the 'Body' domain from the Berry Street Education Model, where we will explicitly teach the skills of:

- De-escalation
- Being Present, Centred and Grounded
- Self-regulation

## **SPECIALIST PROGRAMS**

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### **MUSIC - Erin Absalom**

Music in term one will introduce the students to the creation of melody and music using an instrument. Students will play on tuned percussion (a mix of xylophone, bells, marimba and glockenspiel), in order to experience the first 5 notes of the major scale as well as some fundamental rhythmic motifs. They will also experience aurally the combination of melody and harmony, as classes will be accompanied by myself playing a harmonic accompaniment on piano. Upon completion of this term, students should be able to play a song using the first 5 notes of the major scale whilst being accompanied by a piano harmony. They will see development in their fine motor skills, ensemble experience, and duet experience.

### **PHYSICAL EDUCATION - Louise Howell**

This term, the Year Three children will be focusing on athletics activities in anticipation for our school athletics Carnival on Friday 19th March. We will focus on activities such as sprints, hurdles, shot put and long jump. Parents are most welcome to attend the carnival. We are always looking for parents who are able to assist at this event, if you are able, please let your classroom teacher know. This will be subject to Covid rules & regulations. We look forward to an exciting and rewarding term in Physical Education.

## **VISUAL ART - Lidia Chris**

In Term One, Visual Art is about extending collage and still life drawing skills based on the unit 'Let's Build a Community'. The children will begin with several collage activities based on the important aspects of the school community. They will also sketch a variety of different areas of the school community and conclude the term with an Easter activity.

## **ITALIAN - Franca Butera-Crea**

In Term One students will explore the theme of 'Wellbeing'. They will learn vocabulary and expressions related to healthy food choices and 'Living a healthy life'. Children will also learn vocabulary related to sports/hobbies and recreational activities that contribute to our Wellbeing. They will formulate simple sentences and participate in basic conversations using present tense verbs.

## **SACRAMENTAL PROGRAM**

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This year, we prepare for the Sacrament of Reconciliation in Term 1, for those who are baptised Catholics. As the Sacrament nears, further details will be released. For now, the below dates can be saved:

- **Tuesday, 9th March, 6:30pm - Reconciliation Liturgy (3QD)**
- **Thursday 11th March, 6:30pm – Reconciliation Liturgy (3W)**

## **CAMP**

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We are very excited to be with the children for their very first school camp experience. Each class will have a one night sleepover at Zoo Snooze at the Melbourne Zoo

**- 3W on Monday March 22nd**

**- 3QD on Tuesday March 23rd.**

The children will participate in a variety of exciting activities, including a night walk. We strongly encourage your child to experience a couple of sleepovers in the lead up to camp, so he or she can make the most of all experiences while away. Watch this space for more details!

## **DIARY MANAGEMENT AND HOMEWORK**

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This term, there is a big emphasis on organisational skills and developing independence. Each child has been given a school diary which will be used to record their reading each night, and we request that this is signed off each week with a parent signature. Your child's teacher will collect and sign diaries each Friday. We recommend that your child reads for 20 minutes each

night to assist in developing their decoding, fluency and comprehension skills. We also encourage that you read with your child, to model the skills of a good reader and for your child to develop an enjoyment for reading.

**Term 1:**

- Students should be reading for **20 minutes** each night (mark in diary)
- As of **Week 4**, students will complete weekly homework that will be given each Friday and collected the following Friday.
- Diaries will be collected each Friday.

We thank you in advance for your support with this, as we assist students to develop these important life skills.

**ADDITIONAL INFORMATION**

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- Students will be allowed a fruit snack daily at 10am, so please remind your child to pack a piece of fruit or vegetable sticks in their lunchbox.
- St. Joseph's enforces a SunSmart policy, so students without a St. Joseph's hat will sit under the big tree during play time. Please ensure that sunscreen is applied before school.
- Please ensure birthday treats are free from **nuts** as there are allergies to these food items in Year 3. We also ask that all food be pre-packaged and include an ingredients list.

**We are looking forward to a wonderful year together in Year Three, where your child grows academically, emotionally, socially and spiritually.**

**Karen Quitt, Elly Dillon & Meg Wilkinson.**