

## G2 Classroom Expectations and Routines for 2016

Teacher: Mr Rod Brennan

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Welcome to G2 2016. I look forward to working with you and your child.

### In our class we encourage and expect

- \* Positive, responsible and respectful behaviour
- \* Children to try their hardest and achieve their best
- \* High standards of neatness and presentation
- \* Learning through collaboration, involvement, enjoyment and achievement to create a safe learning environment
- \* Co-operation with students and adults in class and with the wider school community.



### English

Our class English Program includes Reading, Writing, Interaction with others (oral language), Viewing, Spelling and Grammar..

### ***During English activities in our class, students will be encouraged to:***

- \* Become more independent learners in all areas
- \* Apply a wide range of reading strategies within class and at home
- \* Read a wide variety of texts
- \* Experiment with written language to produce a variety of different text types
- \* Participate in a variety of oral language activities
- \* Identify and reflect on their own values and opinions in a variety of situations
- \* Expand their vocabulary through learning new words and sounds



### ***You can help support our English Program by:***

- \* Encouraging your child to read regularly and reading with them when possible
- \* Taking an interest in your child's day and asking them specific questions to reinforce what they have learnt. (E.g. "what did you read /write about today?", rather than "what did you do today?")
- \* Encouraging your child to borrow/return library books at school each week and ask about their book
- \* Helping your child write the books or pages they have read each night in their homework book
- \* Being positive about their schooling and encouraging them to 'have a go'
- \* Hammond Park Primary School provides students in Year 3 with a subscription to 'Reading Eggs' and 'Reading Eggspress' which all Year 3 teachers will be using in class. This is a website where students can read a variety of different texts and answer comprehension questions. Your child will be given an access code to access their online books
- \* Talking regularly to your child about areas of school they like and dislike or find challenging
- \* Ensuring any homework given is completed and returned to school
- \* Keeping in regular contact with the teacher to ensure we are working together for your child.

***Our weekly English Program includes:***

- \* Group reading sessions (including guided reading and shared reading)
- \* Independent reading activities focusing on the different reading strategies
- \* Time to work on spelling sorts and word study
- \* Opportunities for students to present information and opinions in class
- \* Time each day to read to the class or group
- \* Regular discussions to encourage students to continue learning how to make decisions, express opinions and become responsible members of the community.

**Maths**

Our Maths program includes Number and Algebra, Measurement and Geometry and Statistics and Probability.

***During Maths activities in our class, students will be encouraged to:***

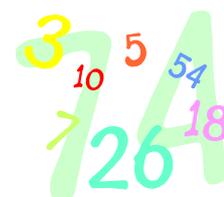
- \* Solve problems that are relevant to real life situations
- \* Persist with problems, ask questions and check their work,
- \* Work collaboratively with their peers to learn new concepts and build on prior knowledge.

***You can support our program by:***

- \* Ensuring your child knows the correct number formation and recognition of numbers to 10 000
- \* Encouraging use of maths skills around the house, especially counting, time and money skills
- \* Keeping in regular contact with the teacher to ensure we are working together for your child
- \* Ensuring any Maths homework given is completed and the use of Mathletics is kept to Mathletics live only
- \* Talking regularly to your child about areas of maths they like and dislike or find challenging.

***Our weekly Maths Program includes:***

- \* Regular use of appropriate maths equipment
- \* A mix of hands on learning and some abstract concepts,
- \* Practising mental strategies and using maths in everyday life.



**STEM**

Science Technology Engineering and Mathematics. STEM is a current initiative to restore the focus and increase student interest in these four areas as we adapt to 21st century learning. This is integrated within other curriculum areas and is supported by our high ratio of IT in iPads, MacBooks and interactive software. Students will engage in Inquiry based learning that supports their ability to reflect and become more critical thinkers. Additional learning opportunities such as excursions and incursions will be available throughout the year.

**Specialist Teacher Classes**

Students will be participating in three learning areas outside of our classes, these being Art, Music and Physical Education. Students are encouraged to provide their own art shirts and A3 portfolios for Art. Hats, drink bottles and closed shoes are a requirement for Physical Education days. If your child suffers from asthma, please ensure they bring their puffer and spacer to school.

## **Whole-school Expectations**

- We are RESPONSIBLE
- We are RESPECTFUL
- We are SAFE
- We are LEARNERS

## **Behaviour Management**

Our class expectations are always on display and have been developed with the students so they are aware of what is expected of them while at school.. Positive behaviour is expected, encouraged and recognised to provide a model for others.

## **Class Dojo**

G2 uses Class Dojo to inform and keep in contact with our parents/caregivers. Parent and student logins have been sent home providing a live update of wonderful class behaviour. On Class Dojo students have a monster avatar, which shows their positive behaviour. I stress that this will not be the only form of reward in G2, as one of our expectations is responsibility. The students also have a whole class reward system in place, which will be our main reward system in our classroom.

However, I encourage you to download the app onto your devices, as I will be providing updates throughout the term of progress and class activities. For more information of Class Dojo please visit <http://www.classdojo.com/>

## **Homework**

At Hammond Park Primary School, homework is set to provide students with the opportunity to consolidate skills and concepts learned at school. Students in Years 1-3 are expected to complete up to 15 minutes of set homework each night during the week (Monday – Thursday). Homework may consist of:

- Home reading
- Sight word practise
- Spelling practice
- Mathletics
- Number facts/mental strategies
- Recall and practice of basic number facts,
- Completion of work unfinished during class time (by negotiation with teacher and parents).

Homework is checked off each day and must be signed off by an adult, in their homework book to show it has been completed and to receive a dojo point.

**Reading** – At least 10 minutes of oral reading to develop your child’s reading fluency, comprehension skills and vocabulary. To support your child further we recommend that you ask questions related to the text before, during and after reading. Students are able to read texts from the library, class home in their homework book.

**Reading Eggs** – Students can access online books via Reading Eggs providing they have read their assigned home reader with an adult.

**Spelling/Phonics** – It is essential that your child practises their spelling and phonics sounds at home every night. Students may choose to read out their words or engage in an activity with parent help.

**Mathletics** – Students may access Mathletics at home to compete in Mathletics live. Your child may require some paper for working out. (To use the Mathletics program your child will need access to a home computer, laptop or tablet and an internet connection). Alternatively students may practise the weekly mental maths focus or any other area of focus in their homework books. There is no right or wrong way to calculate. The more strategies the better!

### **Morning Meeting**

Every morning all students at Hammond Park Primary School are involved in Morning Meetings. The aim of these meetings is to focus students on a specific skill or concept, develop appropriate social skills and a sense of belonging within each class. You will notice the Morning Message board outside our class each morning. Students are encouraged to read this message prior to the beginning of the school day and begin to think about the focus for the day.

### **Information Technology (IT)**

Technology is a powerful tool in assisting students with their love of learning and academic growth. At Hammond Park Primary School we integrate iPad, Macbook and other digital technologies into our daily teaching across most curriculum areas. Students have signed an IT usage agreement and will be expected to use these as outlined in these documents. Hammond Park Primary School follows a structured scope and sequence to ensure each year group is learning age appropriate skills to build an environment of effective 21<sup>st</sup> century learners. The school hold an IT expo each year to showcase the wonderful things our students are achieving with the aid of digital technologies.

### **Library**

Library is on Friday morning each week. Please support your child's literacy, reading and research skills by encouraging them to borrow library books each week and to return them on the correct day. It is important that your child has a library bag to ensure they can carry their books and look after them correctly. Your child is able to borrow 1 reader from the library each library session. Students are able to change their library books again before their library day however this is to be done in their time (recess/lunch) on Monday, Wednesday and Friday.

### **Before School Processes**

At Hammond Park Primary School, we have a *No Playing Before School Policy*. Students are encouraged to put their bag outside their classroom when they arrive at school and then move to the undercover area where they will be supervised until 8:40am. Please remind your child of this policy should you drop them off before 8:35am.

### **Crunch and Sip**

To ensure the children remain hydrated and focused we give them a break to have a drink of water and a raw snack such as **fruit or vegetables**. Please ensure your child's crunch and sip is cut up if they have trouble eating it whole.

### **Water Bottles**

The children are encouraged to drink water throughout the day and are expected to have their water bottles in class with them. Please ensure this is the case for your child as it is inconvenient for the children to leave the class to regularly get drinks from the outside taps and that their water bottles are clearly labelled.

### **Uniforms**

**Hats** - Students are encouraged to wear a broad brimmed hat. School hats can be purchased at the front office. Students who do not have a hat will be required to sit in the shade during recess and lunch breaks. Students may borrow hats for Physical Education lessons, however it is beneficial that each student have their own hat that is clearly labelled.

**Uniforms** - Students are encouraged to wear their school uniform, school shirt and navy shorts or shirts each day. On Fridays students can wear their faction shirts. It is advised that all clothing is also clearly labelled to decrease the chance of lost property throughout the school year, especially during swimming lessons weeks.

### **Birthdays**

If it is your child's birthday and you wish to share cakes with the class please make sure they are already cut up or in individual servings as we do not have the facilities for doing this in class. Please be advised there are students with severe allergies within our class and encourage allergy-friendly foods.

### **Head Lice**

If head lice are found in the class, notes will go home to all students encouraging parents to check their child's hair before commencing any necessary treatment. The school does not provide head lice treatment for purchase.

### **Medication**

If your child needs medication teachers are only allowed to administer it if you have the written paperwork from your doctor (see School Information Booklet). If your child suffers from Asthma, communicate this with the teacher, especially if they do not have an Asthma plan from the doctor.

### **Attendance and Absences**

Any absences from school must be covered with a signed, dated note once the child returns. When collecting children during school hours, you must first report to the office and sign the child out. This slip must be given to the class teacher before the child is released.

**Newsletters** – As Hammond Park Primary School is conscious of the environment, the newsletter will now be available on the school website or schoolbag app for you to access. If you are unable to access it via the website you can request a hard copy from the office. Please visit the website to keep up to date with Hammond Park's events throughout the year.

URL Address: <http://hammondparkps.wa.edu.au/>

### **Parent/Teacher Meetings**

Please feel free to make an appointment to discuss any concerns or queries you may have.

email: [Rodney.brennan@education.wa.edu.au](mailto:Rodney.brennan@education.wa.edu.au) or just pop in to make an appointment.

### **Parent Helpers**

Parent volunteers are more than welcome in our classroom to listen to students read and/or assist in small group activities. We also love volunteers to come along on excursions with us too. If you are interested in volunteering, I would love to have your help! Please fill out the Parent Volunteer Form with the days and times you are available.

### **Year Level Expectations :**

ENGLISH

Year 3 Achievement Standard

RECEPTIVE MODES (LISTENING, READING AND VIEWING)

By the end of Year 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects.

They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide extra information. They use phonics and word knowledge to fluently read more complex words. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts. They listen to others' views and respond appropriately using interaction skills.

## PRODUCTIVE MODES (SPEAKING, WRITING AND CREATING)

Students understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. Their texts include writing and images to express and develop, in some detail, experiences, events, information, ideas and characters.

Students create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of letter-sound relationships including consonant and vowel clusters and high-frequency words to spell words accurately. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size.

## MATHEMATICS

### Year 3 Achievement Standard

By the end of Year 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.

Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single-digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They conduct simple data investigations for categorical variables.

## HISTORY

### Year 3 Achievement standard

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

## SCIENCE

### Year 3 Achievement Standard

By the end of Year 3, students use their understanding of the movement of Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They group living things based on observable features and distinguish them from non-living things. They describe how they can use science investigations to respond to questions.

Students use their experiences to identify questions and make predictions about scientific investigations. They follow procedures to collect and record observations and suggest possible reasons for their findings, based on patterns in their data. They describe how safety and fairness were considered and they use diagrams and other representations to communicate their idea

I look forward to working with you to make Year 3 a successful and happy time for your child.

Kind regards

Rod Brennan

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