

POSEIDON PRIMARY SCHOOL

SUPPORT PACKAGE 2025

YEAR 3

Room 20



The West Australian Curriculum is designed to develop successful learners, confident and creative individuals, and active and informed young people who are ready to take their place in society.

It sets the goal for what all students should learn as they progress through their school life. Priority is given to the important areas of literacy and numeracy development, and although English and Mathematics are core subjects, literacy and numeracy are found in all subjects.

To support families gain an understanding of our school's programs and expectations, we offer this package which outlines your child's learning over the coming year, as well as how you can assist and support your child's education at home.

This package contains:

- An overview of each learning area
- Parent advice on how to run an effective home reading program
- A 100 chart
- A times table chart
- A chart of the font used for handwriting
- Ideas and resources for extra homework that can be done using ICT

The entire package, along with supporting activities will be placed on our school website, so you can always find it.

www.poseidonps.wa.edu.au

Dear Parents and Carers,

Welcome to Room 20's Parent Information Session! Mrs. Sarah Wallace is the Education Assistant who will be working across Room 20 and Room 21. I have included as much information about Room 20 as possible; however, if you have any questions, please do not hesitate to contact me.

Room 20 Specialist Timetable

Monday	1.40 – 2.10	Library
Tuesday	11.00 – 12.00	Indonesian with Ms Sentonas (effe.sentonas@education.wa.edu.au)
	12.00 – 1.00	Science with Mr Pickering (Robert.pickering@education.wa.edu.au)
Wednesday	1.40 – 2.40	Sport with Mr Pickering (Robert.pickering@education.wa.edu.au)
Thursday	11.00 – 12.00	Music with Ms Nelson (emma.nelson@education.wa.edu.au)
Friday	12.00 – 1.00	Art with Mrs Wakeb (sarah.wakeb@education.wa.edu.au)

Absentee Notes: It is a legal requirement that the school is notified to explain student absences. Please text all absences to SMS Absentee line 0447 924 008 with student name, date(s), of absence and reason for absence.

Late Attendance: The class roll is completed at the second bell each morning at 8:30 a.m. If your child arrives later than this, they must be signed in at the office and given a late note to bring to class. Students must arrive in the classroom and be ready to work by 8:30 a.m.

Early Pick Up: If you need to pick your child up from school early, please sign them out at the office before collecting them. You will receive an orange note to give to the teacher, as students cannot be released without it. If you know in advance that you will be collecting your child early on a specific day, please let us know so we can have them ready. Likewise, if you know your child will be absent on certain days, please inform us in advance.

Crunch & Sip: Please provide your child with prepared fruit or vegetables only for Crunch & Sip. This is a small snack eaten in the classroom in addition to recess and lunch. We also ask that students bring only water in their drink bottles.

Canteen: The canteen is open Wednesday to Friday for recess and lunch. Please order through QuickCliq. A small amount of cash may be brought for purchasing a slushie or ice cream after the eating siren has rung.

Birthdays: We love to celebrate birthdays! If you would like to provide an individually wrapped treat for students to take home, please do so. No lollipops, please.

Homework Bags: Please bring them to school EVERY DAY! Students must always have their Spelling Notebook (dinosaur book), Home Reading Record and home reader in their homework folder. Please check it daily, as we sometimes sneak Merit Certificates and important notes inside!

Homework Reading: Students will change their reading book each morning. They are expected to read every night to improve fluency and comprehension. Please record each night's reading in their Home Reading Record diary. If your child only reads a few pages, that's fine! Record it, and they can continue the book the next night.

Poseidon's Whole School Reading Reward System - Students receive certificates (and occasionally books) for reaching a set number of reading nights. The program counts nights read, not the number of books. Only fill out one line per night in the reading record book.

All students have completed a Lit Pro placement test which gives them a Lexile score. Once they have their score, they can borrow a Lexile book from the library each week, which can be renewed as required. When the student has finished reading their Lexile book, they complete a quiz online to gauge their comprehension. Lit Pro can be access at home. Please note: not all students are currently on a Lexile book as they still need to finish the levels before they get to Lit Pro. Lit Pro – www.scholasticlearningzone.com

Homework - Spelling: Poseidon implements the Diana Rigg Promoting Literacy Development Program across the school. Students receive weekly spelling words in their Spelling Notebook, which stays in their homework folder. Please refer to the note inside the Spelling Notebook for more details. We do daily activities and dictation in class, but please practice at home with your child. Spelling Tests are conducted on Fridays, and new word lists are distributed the same day.

Note: Home Readers and Spelling Lists are assigned at individual levels based on assessment data. At times, students may repeat a spelling sound/list they have previously covered. This is usually because they require further consolidation of that particular sound before they can move on. If you have concerns, please let me know.

Maths: Poseidon PS utilises the Maths Trek Program. The Maths Trek Book will be used as one resource within the classroom so you may find at the end of the year your child's book may not be completed due to other resources being utilised.

Mathletics/Reading Eggs: Students have limited class time to access Reading Eggs and Mathletics, so please encourage them to complete some lessons at home. We are sending home all login details. Please disregard 'Elastik'—this is for school use only.

Stationery: Thank you for providing the required stationery! If any items are missing, please send them as soon as possible. Headphones are still needed for some students—please provide a set if you haven't yet.

Change of Clothes: Please pack a change of clothes and a plastic bag in your child's school bag for any accidents or mishaps.

Parent Representative/P&C/Board Members: Each class needs a Parent Representative to liaise between the classroom teacher and parents. If you're interested, please let me know! We are also in need of P&C Members and Board Members – Your creativity and energy can help us organise exciting events that raise vital funds for our school! If you are eager to get involved, meet new people and contribute to making our school even better, we invite you to join! TOGETHER, we can make a difference.

- P&C AGM – One per term
- School Board AGM – One per term

Medication: If your child requires medication during the day, please notify the administration. You will need to complete a form and leave it at the office.

Morning Routine: To encourage independence, please say a quick goodbye at the door and send your child into the classroom on their own.

Uniform: Please refer to the Poseidon Primary School website for the uniform policy.

Behaviour Management: Our class has written its own classroom rules, and students follow the whole-school behaviour expectations for classroom and playground interactions.

The Whole School Behaviour Management Plan includes:

1. Verbal and visual warnings
2. Classroom timeout or partner class timeout (if needed)
3. Office referral (if behaviour continues) - A Behaviour Form will be sent home for a parent signature.

We aim to foster respect and care for each other. Students receive care tokens as positive reinforcement for appropriate behaviour.

Bullying: At times, some students have issues with other students within the playground. We encourage students to inform a duty teacher and/or their classroom teacher as soon as the matter happens. Please note that we will **always** address the issue as soon as possible. However, the students may not always see this as usually it is a private conversation between the teacher and the student. We teach the students that sometimes students make poor choices and hurt your feelings. However, this is very different to bullying whereby a single student is picked on repetitively and ongoing.

BYOD: If your child is bringing an iPad for BYOD, it must be brought to school every day, fully charged. Please download all required apps (list sent home) and organise home apps in folders to minimise distractions at school.

I understand that iPads need to be password protected. However, it would be extremely helpful if it's possible for you to change the settings to allow free apps to be downloaded without a password or alternatively, 'ask to buy' which essentially sends you a notification when someone is attempting to download an app. This would allow teachers to download free apps to your child's iPad to ensure they can access all content during the day.

Download FREE apps without password	Ask to Buy
Open the Settings app. Tap your name. Tap Media & Purchases. Tap Password Settings. Turn the toggle off for 'Free downloads – require password.'	Open the Settings app. Tap your name. Tap Family Sharing. Tap Ask to Buy. Tap your family member's name. Use the toggle to turn on or turn off Ask to Buy.

Seesaw: I will be using Seesaw to send out important announcements and to communicate with parents. The students will also occasionally post work to their journal. Thank you to everyone who has already connected. When you connect, please sign up with your own name rather than 'Student X's family member' or your child's name so we are aware which parent we are contacting. If you have not received an invitation, please let me know.

Communication: If you have any concerns, please email me to arrange a meeting. I kindly ask that you avoid discussing matters with me in the morning before school, as I am busy greeting the students and changing home readers. If you need to get an urgent message to your child during the day, please contact the school office.

NAPLAN: The dates for this year are Wednesday 12th March - Friday 21st March. This year NAPLAN tests, with the exception of writing, will be online. The students are given considerable preparation for these tests to familiarise them with the format. However, please bare in mind these tests are only a snap shot and are not necessarily a clear indication of your child's ability.

Room 20 Assembly: Term 3 – 8th August

Choir: This year, choir will be running before school on Thursday, from 8.15am – 8.35am.

Kind regards,

Mrs. Nugent - Cherie.Barton@education.wa.edu.au

Mathematics

In Year 3, students further develop their understanding of number, patterns and relationships, measurement and geometry. Modelling fractions and decimals using concrete materials is a crucial focus at this stage.

Typically, Year 3 students will:

- choose strategies to add, subtract, multiply and divide
- represent the value of money and make simple calculations recall multiplication facts
- represent fractions on a number line
- explore addition, subtraction and multiplication number patterns
- measure temperatures, lengths, shapes and objects
- solve problems involving time, and read maps
- create symmetrical shapes and classify angles
- construct graphs and list a likelihood of events.

English

In Year 3, students read and write about familiar content that relates to other learning areas. Students read more difficult texts on their own, such as chapter books and non-fiction information and can write in different styles.

Typically, students will: read and understand a range of different types of texts that explore imaginative and informative topics recognise and write texts that persuade and explain write imaginative texts that include characters and events recognise that pictures or graphics can be important to add meaning recognise different kinds of language used in text, depending on the audience and purpose learn information or ideas from texts use mostly correct grammar, including simple and compound sentences use accurate spelling and punctuation, and edit their own writing plan and make presentations to the class engage in discussions to share ideas and information, communicating clearly with others.

Typically, Year 3 students will:

- read and understand a range of different types of texts that explore imaginative and informative topics recognise and write texts that persuade and explain write imaginative texts that include characters and events
- recognise that pictures or graphics can be important to add meaning
- recognise different kinds of language used in text, depending on the audience and purpose
- learn information or ideas from texts
- use mostly correct grammar, including simple and compound sentences
- use accurate spelling and punctuation, and edit their own writing
- plan and make presentations to the class
- engage in discussions to share ideas and information, communicating clearly with others.

Science

Students develop their understanding about how science relates to their lives. They pose and answer questions and investigate in a more systematic way, developing understanding of a fair test and variables.

Typically, Year 3 students will:

- observe heat as a form of energy and investigate how it affects solids
- explore regular and predictable cycles through a study of day and night
- explore the action of forces realise that living things
- form parts of ecosystems understand that actions of humans can have an effect on their world.

Humanities and Social Sciences

Students draw on their growing experience of the community and beyond, and use observations and information sources to develop understandings about history, geography, civics and citizenship.

Typically, Year 3 students will investigate:

- diverse people, cultures and environments in Australia and neighbouring countries; how different individuals and groups have contributed to their communities, past and present
- significant days in Australia's history, such as Australia Day, Anzac Day.
- early explorers and British colonisation of Australia
- diverse cultures of Aboriginal and Torres Strait Islander Peoples, and those who live and lived in the local area
- geographic characteristics of Africa, South America and Australia, and how natural resources are used and managed
- rules and laws, and how the local government makes decisions and serves their community
- groups they belong to, and how people contribute to the community and the environment through responsible actions

Health and Physical Education

Students learn about changes they experience as they grow up, valuing difference in others. They develop more complicated movement skills.

Typically, Year 3 students will:

- talk about challenge, risk, success and failure, and how these affect the way they see themselves
- keep themselves and others safe and healthy in and out of the classroom
- build positive relationships and become more aware of emotions
- understand their own family background, and value all people and cultures including their own
- play games in a range of outdoor places
- improve their skills in different activities
- use rules, scoring, tactics, fair play and teamwork.

Technologies

Students build on concepts, skills and processes developed in earlier years of Design and Technologies, and Digital Technologies.

Typically, Year 3 students will:

In Design and Technologies

- draw, label and model ideas when designing and producing solutions such as creating a toy that moves
- plan steps to produce solutions and learn to manage their time

in Digital Technologies

- identify and learn how to follow safety rules when working online
- identify problems and solve them, for example, identifying stages of a game and decisions that a player must make to win
- create a range of digital solutions, such as coding simple interactive games.

The Arts

Students participate independently or in groups to express and reflect their growing understanding of the world through different art forms. They further develop their technical skills in The Arts and explore how others create art works.

Typically, Year 3 students will:

- in Dance, create dances to tell a story
- in Drama, develop performances from stories or picture books
- in Media Arts, use technologies to change images, add words and record sounds
- in Music, sing and explore instruments to create music
- in Visual Arts, look at an artist's work and create their own, experimenting with materials, such as paint, crayons, markers and colour pencils.

Languages

At Poseidon Primary School, students have the opportunity to learn Indonesian.

Typically, Year 3 students will:

- participate in classroom routines, interactions and learning activities that involve listening, responding and initiating
- learn new words and use familiar vocabulary to make simple statements and ask simple questions
- communicate in familiar interactions and situations such as participating in performances and play
- explore the relationship between culture and ways of communicating.

Homework

We recommend not more than twenty minutes of homework four nights a week. In Year three, homework could consist of home reading, spelling, assign tasks or project work. This work will be issued by your child's teacher.

HOW TO RUN A GOOD HOME READING PROGRAM

Reading at home is an important part of developing your child's reading skills. It provides students with additional practise in comprehending texts they can read and want to read. There are many ways you can help your child build their confidence and develop stronger reading skills every day.

Outlined below is an example of a quick and easy Home Reading program that you can engage in with your child. It should not take any longer than ten minutes a night.

Each week your child selects a text of interest that they can read independently. This text will remain the same for the entire week. Research has proven that is better to develop and consolidate skills focussing on one text a week rather than reading a different text every night of the week.

Night One	<ul style="list-style-type: none">• Predict what the text is about (refer to during reading strategies)• Read the text aloud to your child. Allow your child to sit back and enjoy the text or join in when they want to.
Night Two	<ul style="list-style-type: none">• Take turns reading pages, parts of the text• Stop and discuss the events or facts in the text (Refer to During Reading Strategies)
Night Three	<ul style="list-style-type: none">• Child reads the book independently with you encouraging• Think of two questions to ask each other.
Night Four	<ul style="list-style-type: none">• Child reads the book independently with you encouraging• Complete some activities from After Reading Strategies.

BEFORE READING	DURING READING	AFTER READING
Read the title and the author together and discuss.	Share any connections that you have with the events and topic of the text.	Discuss any words that they didn't understand.
Discuss what they think the text is going to be about and give reasons for their predictions.	Talk about what is happening in the pictures.	Discuss their favourite part and the reasons why.
Read the blurb at the back and make changes to predictions if needed.	Point out key words in the text.	Discuss the purpose and the messages in the text. Discuss what they learnt.
Predict five words that they think are going to be in the text.	Ask some "why questions" Why do you think?	Ask your child to retell the text to another family member.
Read the author's name and discuss if they have read any other books by the same author.	Predict what they think is going to happen next and give some reasons why.	Give the text a Star Rating and talk about why they gave it that rating.
Ask why they chose this particular text.	Ask if the picture in their head is the same as on the page.	Draw a picture of the image they saw when reading the text.
Ask them to guess some of the characters that may be in the story.	Discuss difficult or interesting words.	Conduct a word hunt. Find all the words with double letters, capital letters or certain sounds.
Ask what the purpose of the text is	Ask to retell the main event on the page.	Write a new ending for that text.

Tips for reading with your child:

- Encourage your child; tell them that they are doing a great job!
- Give your child time to work out difficult words.
- If they make a mistake say “Are you sure about that?” and ask them to re-read the word
- Help your child sound out the word; don’t just tell them what it says. If your child still has trouble with the word, sound it out with them and then say the word.
- Praise your child if they make a mistake and then they correct it on their own.
- Your child’s teacher is able to supply some book titles; however, there are many great texts at home that can be used. Newspapers, magazines, comics, instruction booklets, TV Guide, recipes, novels, picture books and poems are all great text to use.

There are generally three types of questions that can be used about texts. These can be used before, during or after reading.

Literal questions – Right There – The Author wrote it

The answers to these questions can be found in the text. They are directly stated

Examples: “What’s was the dog’s name? What happened to Tom?”

Inferential questions Read and Think – The Author Meant it

The answers are not directly stated but implied

Examples: Why did the character run down the road?

Evaluative Questions – Your Opinion – The Author would agree with you

The answers are not found in the text, they are found in your head or somewhere else. It can be your thoughts and feelings.

Examples “What would you do?” “How are you similar to the main character?”

Useful Links:

www.det.wa.edu.au/schoolsandyou/detcms/portal

www.schoolexpress.com/funtime

Numbers to 100!

Use this chart to discuss counting and number patterns with your child.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Times Tables

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	13	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Mathletics: Every student at Poseidon Primary School has a password for Mathletics. Please see your child's teacher or phone the school if you do not have this information.

Good Pencil Grip



What makes it easier?

- Big pieces of paper.
- Big crayons, brushes and markers (larger tools ensure children use the right muscles and hand and finger position for the activity and are less likely to adopt incorrect grasps to control the tool).
- Use thick outlines.

right

Writing the Alphabet

Aa Bb Cc Dd

Ee Ff Gg Hh

Ii Jj Kk Ll

Mm Nn Oo Pp

Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz