Welcome to Year 3/4! I am looking forward to working with you and your child in the year ahead. Anneka Yard

Mrs Yard’s Goals for the year

✓ To let God be the leader of our classroom.
✓ To discover and help students understand the special things that make them unique (and a radical!)
✓ For everyone to improve in their learning.
✓ To help students understand that they can do hard things!
✓ To have fun.
✓ To be firm but fair
✓ To encourage responsibility and organization

Responsibility and Organisation

Year 3/4 is a year in which children are encouraged to grow in their independence and become responsible learners. Some of the expectations include:

✓ using time wisely and showing good time management
✓ supporting others in being the best that they can be
✓ seeking help and clarification where necessary
✓ taking responsibility for their own learning, relationships and behaviour
✓ putting in their best effort
✓ taking risks in order to learn and grow
Behaviour Management System

In Year 3/4 everyone has agreed to adhere to the Behaviour Management system. As a class we looked at the four areas of our behaviour cross (below) and created a list of class goals within each of these areas. An outline of this was sent home in Week 1 and was signed by you and your child.

- **Learning/Problem solving**: Everyone has the right to learn in a supportive environment.
- **Communication**: Everyone has the right to communicate appropriately — listening and speaking in turn.
- **Learning/Problem solving**: Everyone has the right to learn in a supportive environment.
- **Educational Excellence**: Together in Christ.
- **Safety**: Everyone must act safely.
- **Treatment**: Everyone has the right to be in a safe environment.
# Class Goals

**Learning & Problem Solving:**
Everyone has the right to learn in a supportive environment

- Ask for help politely.
- Share ideas.
- Be positive.
- Have a go.
- Do your best in everything you do.
- If something is hard, think it out first then ask a friend to help you.
- You shouldn’t distract anyone when they are working.
- Focus on your work and don’t give up.

**Communication:** Everyone has the right to communicate appropriately – listening and speaking in turn.

- Speak in a kind way.
- Use kind words.
- If you don’t have anything nice to say, don’t say it at all.
- Use inside voices.
- If someone is hurt, be kind and helpful.
- Put your hand up and wait your turn if you have something to say.
- Use people’s real names.
- Only use positive words.
- Listen to people and respect them.
- Use eye contact.

**Safety:**
Everyone must act safely.

- Push your chairs in.
- Walk in the classroom.
- Pass things safely.
- Sit still on your chairs (four leg chairs on the floor).
- Use things wisely for their proper use.
- Keep your hands and bodies to yourself.
- Be careful as you move around the classroom.
- Keep the classroom neat and tidy.

**Treatment:**
Everyone has the right to be in a safe and caring environment.

- Keep your hands to yourself.
- Think before you speak.
- Treat others how you want to be treated.
- Respect other people when they are talking to you.
- Ask nicely to borrow things
- Include people.
- Be a role model for other students
- Listen politely.
- Be nice to everyone.
- Be a good sport.
- Be respectful.
- Encourage others.
Step System

The 4 step system is the same throughout the school and is continued from one teacher to the next. Each day the children start on a fresh slate. Teachers keep a record of the behaviours that have occurred.

**STEP 1** ~ Warning

**STEP 2** ~ Class Time-out

Behaviour Contract

**STEP 3** ~ Buddy Class Time-out

Behaviour Contract

**STEP 4** ~ Principal interview – Parent notified

Negotiated behaviour contract depending on circumstances

Positive Behaviour System

At the start of the week each student will start with 10 gems.

- 1 gem will be taken away for every step given.
- Additional gems will be given out for positive contributions to the class.
- At the end of the week students who have 10 gems will receive reward time. (Time for free play)
- Students who have more than 10 gems will receive reward time plus a tick on the super award chart.
- Students who have more than 10 gems for 5 weeks will receive a super award.

Students will also have 3 organisation cards at the beginning of the week.

- These will be taken away for a lack of organisation e.g. needing to borrow equipment, coming back late from lunch, diary not signed, homework not done.
- Once all three organisation cards are gone students will be put on a step if they have to be reminded about their organisation.
- At the end of the week 5 minutes will be taken away from reward time for every organisation card lost.
Homework

The learning that occurs outside of school hours through play and life experiences is invaluable. Homework will therefore be kept to a minimum. The homework that is given will aim to build up student’s confidence in three vital areas: Reading, Spelling and Basic Maths facts.

Students are to spend no more than 20-30min on homework per night. If students have spent the time on homework but have not completed that which is required please just let me know through a note in the diary. Additionally, if there is any other reason for homework not being done (e.g. a family birthday) please just write a quick diary note. At times students may be asked to complete unfinished class work for homework in addition to the normal homework. This will only occur if students have been off-task during class time.

Please feel free to discuss your child’s progress, concerns or components of homework with me at any time. I welcome your feedback.

Homework Term 1 2015 Summary

<table>
<thead>
<tr>
<th>Every night:</th>
<th>Reading: 10-15 minutes. Please record in diary.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>OL – outloud, A – alone, WA – with an adult, I – on iPad</td>
</tr>
<tr>
<td>Spelling:</td>
<td>Look, Cover, Say, Write, Check of 10 words</td>
</tr>
<tr>
<td>Complete by Friday</td>
<td>Maths: addition/subtraction/multiplication/division practice sheet.</td>
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</tbody>
</table>

Reading

Students are to spend **10-15 minutes reading each night**. I will be guiding students as to books that are appropriate for them to be bringing home as readers. I would like students to read their ‘reader’ every night, but please encourage them to also read different types of texts such as newspapers, cereal boxes, road signs, kids magazines, books from home, etc.

Students will be learning about **The ‘Just Right’ strategy**, where they are able to identify if a text is ‘too easy’, ‘just right’, or ‘too hard’. This will assist them in becoming more independent in choosing texts appropriate to their level.

I will be sending home a ‘Reading Tip’ every now and again in the diary. This will be our focus during class time and may be useful for you as you support your child with their reading at home.

Even as children get older it is vitally important that they continue to read out-loud to an adult. It is an expectation that they will do this AT LEAST one night per week.

Students need to record in their diaries every night:
- What they read
- How they read (outloud (OL), alone (A), with an adult (WA), on iPad (I))
Spelling

Students are to spend **5-15 minutes** on spelling **every night**. Each week students will have a list of 10 words. Each student will have their own personal list made up of:

Words using weekly phonogram, high frequency words spelt incorrectly by student in pre-tests, words spelt incorrectly in writing, topic words

Students will practice these words every morning when they get to school as well as every night for homework. The aim is for them to learn these words so well that they know them by heart without even having to think about them! They will be tested on words at the end of each week.

- Students need to complete one *spelling Look Say Cover Write Check every night.*
  
  Students need to make sure they *check* their words and write out correctly if they are incorrect.

- During class students will also be focusing on a spelling *phonogram*. The phonogram (letter sounds) will be stuck in the child’s diary for them to *revise* and learn throughout the week.

Students will also engage in spelling investigations during lesson time in which they explore different spelling patterns and strategies they can use to help them spell unknown words.

Spelling homework will change each term. A new homework outline will be glued into the front student diaries at the start of each term.

Maths

My aim this year is to increase student’s confidence in their basic maths facts (+, -, ×, ÷). Knowing their basic facts by memory as well as developing quick strategies for answering basic facts is very useful to all other learning in mathematics.

Students will be involved in daily practice of their basic facts (Quick Maths). In Term 1 we will begin with basic addition and subtraction. In class we will be looking at lots of different strategies to make calculating quicker and easier. I encourage students to continue to practice these at home. This can be done in a number of different ways:

- Sing them
- Say them as fast as you can
- Have a quiz on them
- Write them down
- Stick them up in the toilet and read through every time you go!
- Make up rhymes/special reminders
- Be creative!

- Students will be required to complete a maths fact sheet by Friday of each week. This will be glued into their homework book at the beginning of the week.

Please encourage and support your child in learning their basic facts!
Communication

This year we will be working together to provide your child with an enjoyable and productive Year 3/4 experience.

For this reason it is very important for us to keep communication lines open. I would really like to know how your child is feeling about things at school. It will be useful and important for me to know whether they are worried, excited, stressed, interested etc. about anything. I am always happy to talk about your child’s progress with you.

- You may contact me via email annekay@loxton-lutheran.sa.edu.au. I will check this every morning before 8:15am and most afternoons.

- A note in your child’s diary is a good way to have quick communication as these are checked daily.

- You are welcome to come in and see me briefly in the morning before the bell goes. After this time I need to dedicate my time to teaching. Please be aware though that mornings are usually very interrupted times and so I won’t have time for a long, in-depth chat.

- You may chat with me after school but be aware that I may have duties or other meetings.

- The best way to ensure I am available is to make a time to meet. You can do this through an email, note in the diary or through the front office.

I also aim to keep you informed about what is happening in class through:

- Newsletters
- Special notes home
- The Skool Bag App
- Diary notes
- Phone calls

Thank you for your cooperation. Let’s look forward to a great year!
<table>
<thead>
<tr>
<th>Day</th>
<th>Remember</th>
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<tbody>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>PE Lessons</td>
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<td></td>
<td>PE Uniform</td>
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<tr>
<td>Wednesday</td>
<td>German Lesson</td>
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<td></td>
<td>Library books</td>
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<tr>
<td>Thursday</td>
<td>PE Uniform</td>
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<tr>
<td>Friday</td>
<td>Chapel 9:15am</td>
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<td></td>
<td>Assembly 2.30pm every second week</td>
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**AS A PARENT YOU CAN HELP BY…**

- Sharing highs and lows with your child at the end of each day.
- Asking your child about his/her learning.
- Taking an interest in homework being done (but not doing it for your child!)
- Asking your child to read to you, reading to your child
- Encouraging your child to do his/her best.
- Praising good work/behaviour.
- Encouraging responsibility and organisation.
- Monitoring computer/internet/television use.
- Ensuring your child has adequate sleep.
- Supporting healthy eating habits.
- Supporting physical activity.