

ANZAC PARK PUBLIC SCHOOL

Key Skills

STAGE 3

ENGLISH POINT OF VIEW & PERSPECTIVE

Reading & Viewing

- recognise how aspects of personal perspective influence responses to text
- analyse how text structures and language features work together to meet the purpose of a text

Responding & Composing

- identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts
- recognise the techniques used by writers to position a reader and influence their point of view
- identify and use a variety of strategies to present information and opinions across a range of texts

Thinking Imaginatively, Creatively, Interpretively & Critically

- understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects

MATHEMATICS PART-PART-WHOLE

Number & Algebra

- use efficient mental and written strategies and apply appropriate digital technologies to solve problems
- use mental and written strategies to multiply two- and three-digit numbers by two-digit numbers
- use mental and written strategies to divide a number with three or more digits by a one-digit divisor where there is a remainder
- solve problems involving addition and subtraction of fractions with the same or related denominators

Measurement & Geometry

- determine and compare the duration of events

Statistics & Probability

- construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies

HISTORY CHANGE & CONTINUITY

Change & Continuity

- explain how Australian society has changed throughout the twentieth century for Aboriginal and/or Torres Strait Islander peoples, migrants, women and children

ENGLISH

Key Skills

READING & VIEWING

Analyse how text structures and language features work together to meet the purpose of a text

DEFINITION

Stage 3 students need to understand how language can be used to entertain, inform and persuade audiences for an increasing range of purposes. Text structure refers to the relationships of different parts of a text to each other and to the text as a complex whole. The structure of the text can refer to the internal organisation of ideas, as in an argument or story, the development of parallel plots in a novel or play, or the overarching framework of the text. The expression of human feelings, emotions, opinions and judgements is very rich and complex and involves delicate language choices. Students in Stage 3 need to investigate how different language features including sentence structure, vocabulary, punctuation, and figurative language can help to achieve a composer's purpose.

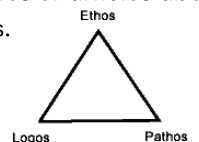
HOW WE TEACH THIS AT SCHOOL

While reading and viewing a wide range of rich texts, students are taught strategies that model the Super Six comprehension strategies. To analyse texts at a deeper levels, students investigate how written and multimodal texts achieve their purpose by exploring the structural, language and literary devices that have been used. This is supported in part by students identifying, annotating and highlighting these features in provided texts. We also explore how these devices can affect an audience by examining whether they enhance the ethos, pathos or logos of a text.

HOW YOU CAN HELP AT HOME

To build understanding of texts and their structures, students should spend time reading and viewing rich texts. These texts can be viewed independently or with you, and should be varied in form, including newspaper articles, opinion pieces, novels and advertisements. There are a number of activities that can be done at home to increase your child's involvement with texts.

- Use the Super Six questions and statements from 'Teaching Comprehension Strategies' (see resources, below) to facilitate adoption of these strategies.
- Ask students about the use of specific language choices. Students could 'collect' words from websites or articles about current issues to use in their own future writing. Words can be added to a bank or vocabulary journals.
- Discuss what modes of persuasion are used in texts that are used to persuade. This may include opinion pieces, advertisements or website articles. Your child map texts on a 'Persuasion Pyramid', as seen here.
- Explore different perspectives on an issue by reading and discussing articles on both sides of the debate.



RESOURCES

Teaching Comprehension Strategies - <https://bit.ly/2GpOkEz>

9 Ways to Get Teens Reading - <https://www.common sense media.org/blog/9-ways-to-get-teens-reading>

Children's Choices 2018 Reading List - <https://www.literacyworldwide.org/docs/default-source/reading-lists/childrens-choices/childrens-choices-reading-list-2018.pdf>

English Glossary - <https://education.nsw.gov.au/public-schools/practical-help-for-parents-and-carers/learning-resources/english/english-a-to-z>

ENGLISH

Key Skills

RESPONDING & COMPOSING

Recognise the techniques used by writers to position a reader and influence their point of view

? DEFINITION

In Stage 3, students are expected to be able to identify the audience of different texts, including their own. Students learn devices and structures that can be used to engage, orient and affect an audience. An important part of this process is building understanding that arguments and ideas need strong justification in order to influence effectively an audience. Students at this level can be expected to compose paragraphs with three main parts: a topic sentence, supporting sentences and a summary sentence.

HOW WE TEACH THIS AT SCHOOL

When students access a new text they can be asked to identify the purpose and audience of the text and discuss how the writer or composer has made language choices in order to engage and persuade their audience. Students are taught structures for introduction and conclusion paragraphs to ensure audience engagement with the thesis and accurate signposting of ideas. To structure an argument paragraph in a text to persuade, students are taught 'PEEL' paragraphs:

- **Point:** This is the topic sentence, which is the main idea of the paragraph.
- **Elaboration:** These sentences clearly and logically explains the topic sentence.
- **Example:** These sentences provide support using evidence, examples and facts.
- **Link:** This is a concluding sentence which summarises the paragraph and links it to the main thesis.

By giving them an authentic audience, students are supported to consider their audience and invest in their writing. This term, students will be writing a text to persuade a local, state or federal politician to bring about change. Students will choose both their issue and audience.

HOW YOU CAN HELP AT HOME

Students need to be exposed to well-organised paragraphs to be able to write their own. Your child could read a range of paragraphs and discuss which are good examples and why. Students could also be provided with paragraphs from persuasive texts that have been cut up into sentences and put them back together in a logical order.

Parents could look for opportunities to engage a child in writing a persuasive text. Students could use a t-table to generate arguments for both sides of an issue, or to make sure they have some supporting details for their ideas. After writing the text, students could use a checklist to see whether each argument is effectively supported in a PEEL paragraph structure.

We need to solve the littering problem

Arguments	Supporting details
The existing bins are not very good.	<ul style="list-style-type: none">• The bins have no lids.• Birds can pull out the rubbish.• The bins are very old.
Students do not put their rubbish in the bins.	<ul style="list-style-type: none">• Students are lazy.• There's not enough bins.• They rush off to play.
We use too much package.	<ul style="list-style-type: none">• The canteen sells a lot of junk in packets.• Students bring a lot of food with wrapping or packets for recess and lunch.

RESOURCES

Paragraphing - <https://education.nsw.gov.au/teaching-and-learning/student-assessment/smart-teaching-strategies/literacy/writing/stage-3/paragraphing>

PEEL Paragraphs - https://prezi.com/ebwgnyb_2gyb/peel-paragraphs/

PEEL Paragraph Writing - <https://www.virtuallibrary.info/peel-paragraph-writing.html>

MATHEMATICS

Key Skills

NUMBER & ALGEBRA

- Use efficient mental and written strategies and apply appropriate digital technologies to solve problems
- Use mental and written strategies to multiply two- and three-digit numbers by two-digit numbers
- Use mental and written strategies to divide a number with three or more digits by a one-digit divisor where there is a remainder

DEFINITION

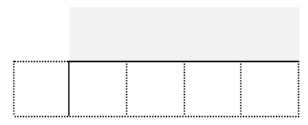
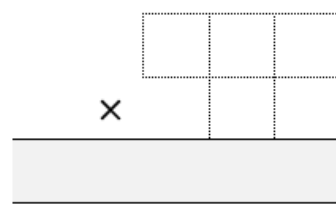
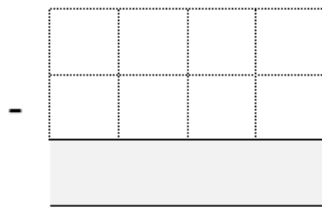
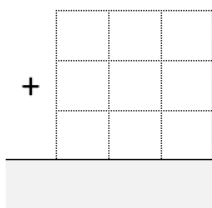
Number encompasses the development of number sense and confidence and competence in using mental, written and calculator techniques for solving problems. In the primary curriculum, formal written algorithms are introduced after students have gained a firm understanding of basic concepts including place value, and have developed mental strategies for computing with two-digit and three-digit numbers.

HOW WE TEACH THIS AT SCHOOL

There are lots of mental strategies that children can use for addition, subtraction, division and multiplication. We support students to become familiar with a range of different strategies and then choose the one that most efficiently solves the problem in different contexts. One written strategy includes formal algorithms, which use the same steps in the same order every time to find the answer and is essential for more complex questions. Please see the resources below for more information about each strategy.

HOW YOU CAN HELP AT HOME

There are simple games that you can play with your child at home to practise number skills. This includes games like *Dicey Operations*. All you need is paper, pens and dice (preferably 9-sided). Start by each drawing the same grid from below:



Take turns to throw the dice and decide which of your cells to fill. Continue to throw the dice until all the cells are full. Challenge each other to see who can end up with the largest number, smallest number or get closest to a target number, such as 1000. Do not be afraid to add more rules (as long as the Maths remains!). Games can be scored by counting up each win until one person reaches 10, or each player can keep a running total of their "penalty points", the difference between their result and a target number after each round.

Students who are confident with these number facts are challenged at school with projects in which they must apply these skills in varied contexts. You could ask your child to budget a fun day out (or a holiday) for the entire family, allow them to calculate possible savings by changing brands at the supermarket, or involve them in looking at electricity or phone bills.

RESOURCES

Jump Strategy (Addition and Subtraction) - <https://www.youtube.com/watch?v=WY3MDVIS-DI>

Split Strategy (Addition and Subtraction) - <https://www.youtube.com/watch?v=T9zFnCqyWyM>

Compensation Strategy (Addition and Subtraction) - <https://www.youtube.com/watch?v=jAfJcgPGqgl&feature=youtu.be>

Area Model (Multiplication) - <https://www.youtube.com/watch?v=vbGwcvXgDIg>

Written Algorithm (Multiplication) - <https://www.youtube.com/watch?v=lybgM1fVjWM>

Long Division Algorithm - <https://www.youtube.com/watch?v=Vux8AEDLDD8>

MATHEMATICS

Key Skills

NUMBER & ALGEBRA

Solve problems involving addition and subtraction of fractions with the same or related denominators

DEFINITION

A fraction explains how many parts of a whole. It is expressed by a top number (the numerator) and a bottom number (the denominator). By Stage 3, students are expected to add and subtract fractions with related denominators. Related denominators means that one denominator is a multiple of the other. In a word problem, this could include a student being asked to solve: 'I ate $\frac{1}{8}$ of a cake and my friend ate $\frac{1}{4}$ of the cake. What fraction of the cake remains?'

HOW WE TEACH THIS AT SCHOOL

In order to add and subtract fractions with related denominators, students benefit from being able to model, compare and represent fractions with denominator of 2, 3, 4, 5, 6, 8, 10, 12 and 100 of a whole object, a whole shape and a collection of objects. Students should also be able to find equivalent fractions by re-dividing the whole, using diagrams and number lines, and record equivalent fractions using numerals. By using concrete materials, visual representations and numerals, students are taught each of the three steps to add and subtract fraction successfully:

Step 1: Make sure the denominators are the same, by using the lowest common multiple and creating equivalent fractions.

Step 2: Add or subtract the numerators, to find the result.

Step 3: Simplify the fraction (if needed).

HOW YOU CAN HELP AT HOME

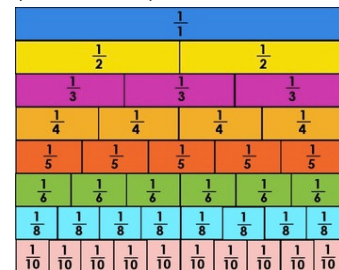
When a child is able to model fractions (using a whole object, a whole shape and a collection of objects) and understand equivalent fractions, they are more ready to apply these skills when exposed to the addition and subtraction of fractions. There are several activities parents can use to support children in developing these important understandings.

- Involve your child in baking. Help your child to see the real-life applications of fractions as they use half a teaspoon of baking soda or three-quarters of a cup of flour. If the recipe calls for $\frac{1}{2}$ of a cup of sugar, you could have your child figure out how many $\frac{1}{4}$ cups are needed. For added challenge, tell your child to double or triple the recipe.

- Create a fraction wall using strips of coloured paper, as seen here.

- Use strips of paper from the fraction wall to model addition and subtraction of fractions, and how the resulting fraction may still be able to be simplified.

- Play a game using fraction walls and two different coloured dice, each representing either the numerator or denominator. Take turns to throw the dice. Colour in the equivalent of the fraction represented by the dice. For example, if you rolled two-eighths, you could colour in two-eighths or one-quarter. Record each fraction as the game is played. The first to colour the entire game board is the winner. For more information, see *Fraction Wall Game* below.



RESOURCES

Fraction Wall Game - <https://topdrawer.aamt.edu.au/Fractions/Good-teaching/Equivalence/Linear-models/Fraction-wall-game>

How to Add Fractions With Unlike Denominators - <https://m.wikihow.com/Add-Fractions-With-Unlike-Denominators>

Interactive Fraction Game - <https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Fraction-Game/>

A4 Fraction Addition - <https://nrich.maths.org/12937>

HISTORY

Key Skills

CHANGE & CONTINUITY

Explain how Australian society has changed throughout the twentieth century for Aboriginal and/or Torres Strait Islander peoples, migrants, women and children

DEFINITION

While examining the local, state and federal government structures and responsibilities, students in Stage 3 investigate different groups' experiences of democracy over time. Students identify change and continuity and describe the causes and effects of change in Australian society. Students trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedoms including Aboriginal and Torres Strait Islander peoples. Students engage with global connections through stories of various migrant groups.

HOW WE TEACH THIS AT SCHOOL

Students' are given a broad overview of how human rights were originally conceived, the influences on Australia's system of law and government, and key events in our nation's history that catalysed change in how different groups experienced democracy. Students will participate in detailed case-studies of particular events in Australia's history. As part of their summative assessment in this unit, students will need to identify a particular issue they are passionate about at a local, state or federal level and write a letter to a relevant politician to advocate for continuation or change of a law.

HOW YOU CAN HELP AT HOME

- Explore current events with your child, by reading digital and print articles conveying different points of view. This could include examining national issues such as migration and border control, state issues such as the building of stadiums, or local issues such as parking or the introduction of bike paths.
- On Saturday, 23 March 2019 more than 5 million people will vote in the election of the 57th Parliament of NSW. If enrolled to vote, engage your child in this process. Look at pamphlets together, discuss the core issues that are important to you, and take them along on the day to your local voting centre. Help them see the democratic process in action!
- Engage your child in a self-guided walking tour around Sydney exploring sites of significance to Aboriginal people and Australia's history. The City of Sydney Publication, *Barani/Barrabugu (Yesterday/Tomorrow)*, showcases the history and culture of Aboriginal Sydney, from first contact to today's living culture. It features stories from more than 60 sites across Sydney and describes several walks. The walking tour also suggests cultural institutions and organisations to visit. See a link to this guide below.

RESOURCES

Barani/Barrabugu (Yesterday/Tomorrow) -

https://www.cityofsydney.nsw.gov.au/__data/assets/pdf_file/0004/109777/BaramiBarabuguWalkTour_v3.pdf

Kidsview (Parliament Interactives and Animations) -

<https://www.peo.gov.au/learning/kidsview.html>