

ANZAC PARK PUBLIC SCHOOL

Key Skills

YEAR 3

ENGLISH

Speaking & Listening

- retell or perform part of a story from a character's point of view

Reading & Viewing

- read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing
- use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

Writing & Representing

- use a variety of spelling strategies to spell high-frequency words correctly when composing imaginative and other texts
- discuss aspects of planning prior to writing, eg knowledge of topic, specific vocabulary and language features

MATHEMATICS

Number & Algebra

- count forwards and backwards by tens and hundreds on and off the decade, eg 1220, 1230, 1240, ... (on the decade); 423, 323, 223, ... (off the decade)
- apply known single-digit addition and subtraction facts to mental strategies for addition and subtraction of two-, three- and four-digit numbers, including the jump, split and compensation strategy

Measurement & Geometry

- recognise the coordinated movements of the hands on an analog clock

Statistics & Probability

- collect data and create a list or table to organise the data, construct vertical and horizontal column graphs and picture graphs that represent data using one-to-one correspondence

HISTORY

Change & Continuity

- using a range of sources, describe and explain how and why ONE area, eg transport, work, education, entertainment and daily life, has changed or ONE that has remained the same in the local area, region or state/territory since colonial times

ENGLISH

Key Skills

READING & VIEWING

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

DEFINITION

Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words. Readers who have strong comprehension are able to draw conclusions about what they read - what is important, what is a fact, what caused an event to happen, which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.

HOW WE TEACH THIS AT SCHOOL

Comprehension is embedded into daily literacy lessons where students are exposed to a range of texts (multimodal, print-based, images, animations, graphic representations, video, audio, diagrams/charts, newspapers/magazines, fiction, non-fiction). Teachers identify and discuss vocabulary from rich texts with students and provide time for students to talk to each other about the texts they read and have listened to. Students are explicitly taught the Super 6 Comprehension strategies: Making Connections, Predicting, Questioning, Monitoring, Visualising, Summarising

HOW YOU CAN HELP AT HOME

The more time your child spends reading (with you or by themselves), the more practice they are getting at building their comprehension skills.

Tips:

- Discuss what your child has read. Ask your child probing questions about the book and connect the events to his or her own life. For example, say "I wonder why that girl did that?" or "How do you think he felt? Why?" and "So, what lesson can we learn here?"
- Help your child make connections between what he or she reads and similar experiences he or she has felt, saw in a movie, or read in another book.
- Help your child monitor his or her understanding. Teach her to continually ask herself whether she understands what she's reading.
- Discuss the meaning of words as you go through the text. Target a few words and discuss what those words mean and how they can be used.

RESOURCES

Clue Detective - https://www.learningpotential.edu.au/practise-together/A013_3

Read Between the Lines - <https://www.learningpotential.edu.au/practise-online/L8203>

Sell, Sell, Sell! - https://www.learningpotential.edu.au/practise-together/A012_3

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

MATHEMATICS

Key Skills

NUMBER & ALGEBRA

Use the jump strategy to add and subtract numbers

DEFINITION

The jump strategy is a mental strategy of jumping numbers to add or subtract. Using a number line, children jump forwards to add and backwards to subtract. Children count in jumps, by 10s, 5s, 2s or 1s along the line to get to the answer. A number line is a line of any length that can be used to show the position of numbers in relation to each other. The line can start and end on any number. Number lines use measurements to locate the place of numbers.

HOW WE TEACH THIS AT SCHOOL

The jump strategy is one way to answer an addition or subtraction question. The jump strategy works best when trading is needed. The aim of the jump strategy is to show children how to mentally add or subtract to find the answer. We begin learning the jump strategy using drawings (jumps) on a number line. In later years, children are encouraged to continue to use this strategy to find answers mentally (in their head).

There are 3 strategies that are taught to answer addition and subtraction questions. The jump strategy, split strategy and compensation strategy. Children can choose which strategy they prefer or which strategy is best for the question based on the numbers in the question. Split - when no trading is needed. Jump - when trading is needed. Compensation - when 1 of the numbers is close to 10s or 100s.

HOW YOU CAN HELP AT HOME

Use a number line to practise the jump strategy. Plot the first number on the number line, and add or subtract the second number by jumping along the number line. Try jumping by 2s, then 5s, then 10s. Look to jump from the biggest number in the question. Remember to jump forwards to add and backwards to subtract. It is easier to jump starting with the larger number on the number line. With the jump strategy we;

- 1 Start by writing on an empty number line (for empty number lines example, see resources below)
- 2 Write the larger number on the left for addition and on the right for subtraction.
- 3 Split the second number into 10s and 1s
- 4 Jump by 10s until you have used all the 10s in the second number
- 5 Jump by 5s, 2s or 1s, until you have used all the 1s in the second number
- 6 The number you finish at is your answer! You can also jump using a 100s chart. Jump forwards for adding and backwards for subtracting in groups of 10s, 5s, 2s or 1s until you have your answer.

RESOURCES

Jump strategy diagrams and more information -

<https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4018.pdf>

Jump strategy in action (video) - <https://www.youtube.com/watch?v=jsQc44CKe4k>

Using the jump strategy to subtract numbers (video) - <https://www.youtube.com/watch?v=ICGGmqpWiWY>

Jump strategy examples (video) - <https://www.youtube.com/watch?v=ye01lhVdhFg>

Using the jump strategy to add and subtract numbers (video) - <https://www.youtube.com/watch?v=cnKKG8DolxQ>

Empty number lines -

<https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4008.pdf>



MATHEMATICS

Key Skills

NUMBER & ALGEBRA

Use the split strategy to add and subtract numbers

DEFINITION

The split strategy is a mental strategy where numbers are 'split' into their place value to make it easier to add or subtract them. Children 'split' (expand) numbers to work with them e.g. $42 + 33 = 40 + 2 + 30 + 3$

$$\begin{aligned} &= 40 + 30 + 2 + 3 \\ &= 70 + 5 \\ &= 75 \end{aligned}$$

HOW WE TEACH THIS AT SCHOOL

The split strategy is 1 way to answer an addition or subtraction question. The split strategy works best used when there is no trading needed. There are 3 strategies that are taught to children to answer addition and subtraction questions. The jump strategy, split strategy and compensation strategy. Children can choose which strategy they prefer or which strategy is best for the question based on the numbers in the question. Split - when no trading is needed. Jump - when trading is needed. Compensation - when 1 of the numbers is close to 10s or 100s

HOW YOU CAN HELP AT HOME

To solve addition or subtraction problems with the split strategy we

- 1 Split the numbers into their place value being 100s, 10s and 1s
- 2 Group the 100s together, 10s together and 1s together
- 3 Add/subtract the 100s, add/subtract the 10s and add/subtract the 1s
- 4 Add the 100s, 10s and 1s together.

Sometimes it is helpful to draw circles (1 for each place value) and link it to the number to help children split the numbers (see Video: Using the split strategy to add numbers below).

Here are some examples for you (see Video: Split strategy to add).

$$\begin{aligned} 21 + 48 &= (20 + 1) + (40 + 8) \text{ (split)} \\ &= 20 + 40 + 1 + 8 \text{ (group then add)} \\ &= 60 + 9 \text{ (add)} \\ &= 69 \end{aligned}$$

$$\begin{aligned} 86 - 45 &= (80 + 6) - (40 + 5) \text{ (split)} \\ &= (80 - 40) + (6 - 5) \text{ (group then subtract)} \\ &= 40 + 1 \text{ (add)} \\ &= 41 \end{aligned}$$

RESOURCES

Split strategy explained (diagrams) -

<https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4033.pdf>

Using the split strategy to add numbers (video) - <https://www.youtube.com/watch?v=LsSq5qM97ys>

Split strategy to add (video) - <https://www.youtube.com/watch?v=J9bhsHzpgi8>

Using the split strategy to subtract numbers (video) - <https://www.youtube.com/watch?v=ygOh9qj4eJQ>

The Amoeba Addition game - <http://www.bbc.co.uk/skillswise/game/ma08addi-game-addition-by-splitting>



ANZAC PARK
PUBLIC SCHOOL
ASPIRE INNOVATE ACHIEVE

MATHEMATICS

Key Skills

NUMBER & ALGEBRA

Use the compensation strategy to add and subtract

DEFINITION

The compensation strategy is a mental strategy of rounding numbers up or down to add or subtract.

HOW WE TEACH THIS AT SCHOOL

The compensation strategy is 1 way to answer an addition or subtraction question. It works best used when 1 of the numbers close to 10s or 100s. Children need to be able to round numbers to be able to use this strategy.

There are 3 strategies that are taught to children to answer addition and subtraction questions. The jump strategy, split strategy and compensation strategy. Children can choose which strategy they prefer or which strategy is best for the question based on the numbers in the question.

Split - when no trading is needed

Jump - when trading is needed

Compensation - when 1 of the numbers is close to 10s or 100s

HOW YOU CAN HELP AT HOME

There are 2 ways to use the compensation strategy. Children can choose which one they want to use.

Option 1

1 Round 1 of the numbers.

2 Solve the question.

3 Add or take away the amount you used to round the number from the answer

Option 2

1 Round 1 of the numbers

2 Add or take away the amount you used to round the number from the other number in the question

3 Solve the question.

Here are some examples for you (see Resources: Compensation strategy explained below).

Option 1 - Addition

$$\begin{aligned} 29 + 44 &= 44 + 30 (+1) \\ &= 74 \\ &= 74 (-1) \\ &= 73 \end{aligned}$$

Option 1 - Subtraction

$$\begin{aligned} 82 - 34 &= 82 - 30 (-4) \\ &= 52 \\ &= 52 (-4) \\ &= 48 \end{aligned}$$

Option 2 - Addition

$$\begin{aligned} 29 + 44 &= 43 + 30 (1 \text{ from } 44 \text{ is given to } 29) \\ &= 43 + 30 \\ &= 73 \end{aligned}$$

Option 2 - Subtraction

$$\begin{aligned} 82 - 34 &= 78 - 30 (4 \text{ from } 34 \text{ is taken away from } 82) \\ &= 78 - 30 \\ &= 48 \end{aligned}$$

Use a number line to help your child jump to your answer and then jump forwards or backwards after they have compensated (see Video: Compensation strategy with number line below).

RESOURCES

Compensation strategy explained -

<https://www.det.nsw.edu.au/eppcontent/glossary/app/resource/factsheet/4004.pdf>

Compensation strategy with two options (video) - <https://www.youtube.com/watch?v=jYYf53Su-so>

Adding with option 1 (video) - <https://www.youtube.com/watch?v=KUPGDrEBvpw>

Adding with option 2 (video) - https://www.youtube.com/watch?v=szog2j_qT94

Subtracting with option 1 (video) - <https://www.youtube.com/watch?v=ea5q76uxEhk>

Compensation strategy with number line (video) - <https://www.youtube.com/watch?v=Wg0on62FOUA>

HISTORY

Key Skills

CHANGE & CONTINUITY

Using a range of sources, describe and explain how and why ONE area, eg transport, work, education, entertainment and daily life, has changed or ONE that has remained the same in the local area, region or state/territory since colonial times

DEFINITION

Continuity refers to like patterns throughout the course of history, or the way that two events or themes are similar. Change refers to the way things develop over the course of history in a new or unique way. Change and continuity occur simultaneously, linking forward and backward in time.

This unit provides a study of identity and diversity in both a local and broader context. Students explore the historical features and diversity of their community. They examine significant local, state and national symbols and emblems and celebrations and commemorations, both local and international.

HOW WE TEACH THIS AT SCHOOL

A central feature of our historical inquiry programs is the use and evaluation of primary and secondary sources as a foundation for developing content knowledge, skills, literacies, values and attitudes that are critical to academic learning and to social and civic life. Students are immersed in experiences that are active, imaginative, critical and reflective.

HOW YOU CAN HELP AT HOME

- Talk with your child about how technology has changed over time during your lifetime. Compare similarities and differences. Explain how and why people in the past may have lived and behaved differently from today based on a range of sources.
- Select an area of local life such as education, transport, housing and locate three sources that provide relevant information about how they may have changed or stayed the same over time. Discuss with your child why this might be the case.
- Visit Susannah Place Museum - located in the heart of The Rocks, Susannah Place is a terrace of four houses built by Irish immigrants in 1844. For nearly 150 years these small houses with tiny backyards, basement kitchens and outside wash houses were home to more than 100 families. Against a backdrop of the working harbour and growing city, their everyday lives played out. Remarkably, Susannah Place survived largely unchanged through the slum clearances and redevelopments of the past century, and today tells the stories of the people and families who called this place and this neighbourhood home. Your child will be able to appreciate the way people lived and worked in the past and understand changes in community and family life over time.

RESOURCES

State Library (Learning at the Library) - <https://www.sl.nsw.gov.au/learning>

Savannah Place Museum - <https://sydneylivingmuseums.com.au/susannah-place-museum>