AUSTRALIAN INTERNATIONAL SCHOOL

“Leading to a Bright Future”
The Year 3 Team

- 3KPA - Miss Packer, Miss An and Miss Hang

- 3RMA - Mr Madigan and Miss Mui
Staff working with Year 3

Mr Cuong Nguyen - PE

Miss Packer and Mr Madigan - Visual Arts

Miss Julie Wilson, Miss My and Miss Hang - EAL

Mr Jet Asis and Mr Nhan - Swimming

Miss Jacqui Gaynor and Miss Loan - Music

Ms Thuy - Vietnamese Language (VLC)

Mr Edward Lee - Chinese

Miss Linh - Vietnamese National Curriculum (VNC)
Communication

- **Email** – fastest and easiest:
  - [kellie.packer@aisvietnam.com](mailto:kellie.packer@aisvietnam.com)
  - [royce.madigan@aisvietnam.com](mailto:royce.madigan@aisvietnam.com)

- **Phone**: Thu Thiem; +84 8 3742 4040

- **Meetings**: Please email to arrange an appointment

- **Stay up to date at our Weebly pages**

  - [3RMA](https://www.3rma.com)
  - [3KPA](https://www.3kpa.com)
School arrival – between 7.30 and 7.50
7.50 – line up with bags
Students DO NOT need to come upstairs before this time
8.00 – 8.10 – class begins
After 8.10 children **MUST GET A LATE SLIP** from reception
Absent – parent SMS – please contact teacher or school via email
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:10</td>
<td>Roll call, morning jobs, getting ready for the day.</td>
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<tr>
<td>8:10-8:50</td>
<td>Assembly</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
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<tr>
<td>8:50-9:10</td>
<td>Maths</td>
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<tr>
<td>9:10-10:10</td>
<td>Spelling and Reading</td>
<td>Spelling and Reading</td>
<td>Spelling and Reading / EAL</td>
<td>Spelling and Reading</td>
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<tr>
<td>10:10-10:40</td>
<td>Recess</td>
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<tr>
<td>10:40-11:15</td>
<td>UOI</td>
<td>UOI</td>
<td>ICT</td>
<td>UOI</td>
<td>Art</td>
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<tr>
<td>11:15-11:50</td>
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<td>11:50-12:30</td>
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<tr>
<td>12:30-1:10</td>
<td>EAL/English skills</td>
<td>Swimming</td>
<td>Music</td>
<td>PE</td>
<td>UOI/ EAL support teacher in class</td>
</tr>
<tr>
<td>1:10-1:50</td>
<td>Spelling and Reading</td>
<td>Chinese/EAL</td>
<td>UOI/EAL support teacher in class</td>
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<tr>
<td>1:50-2:30</td>
<td>Library</td>
<td>UOI</td>
<td></td>
<td>VNC/VLC</td>
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<td>2:35 - 3:50</td>
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<td>EAL</td>
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<tr>
<td>Time</td>
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<tr>
<td>8.00-8.10</td>
<td>Assembly</td>
<td>Handwriting</td>
<td>Writing</td>
<td>Art</td>
<td>Writing</td>
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<td>8.10-8.50</td>
<td></td>
<td>ICT</td>
<td>Maths</td>
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<td>Maths</td>
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<tr>
<td>8.50-9.30</td>
<td>Circle Share Time</td>
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<td>9.30-10.10</td>
<td>ST w/EAL chn</td>
<td>EAL</td>
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<tr>
<td>10.10-10.40</td>
<td>Literacy</td>
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<tr>
<td>10.40-11.15</td>
<td>Maths</td>
<td>Uol</td>
<td>Chinese ELE/EAL 3RMA</td>
<td>Maths</td>
<td>ST w/EAL chn</td>
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<tr>
<td>11.15-11.50</td>
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<td>Music JGA</td>
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<td>Literacy, Ms My</td>
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<td>11.50-12.30</td>
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<td></td>
<td>Spelling</td>
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<tr>
<td>12.30-1.10</td>
<td>EAL - selected students</td>
<td>Music</td>
<td>ST - w/ EAL chn Literacy</td>
<td>VNC/VLC 12.30-1.30</td>
<td>Library</td>
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<tr>
<td>1.10-1.50</td>
<td>Uol</td>
<td>Swimming</td>
<td>Uol</td>
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<td>1.10-1.50</td>
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**Recess**

**Lunch**
Uniforms

Normal School Uniform:
- AIS collared shirt
- AIS navy shorts
- White socks
- Black Shoes
- School hat or cap

Sports Uniform:
- AIS polo shirt; house shirt for certain events
- AIS sports shorts
- White socks
- Sport shoes
- School hat or cap
What you need

Waterproof book bag from school shop
# Units of Inquiry

<table>
<thead>
<tr>
<th>1 – Who We Are</th>
<th>2 – How We Organise Ourselves</th>
<th>3 – How We Express Ourselves</th>
<th>4 – Sharing the Planet</th>
<th>5 – How the World Works</th>
<th>6 – Where We Are in Place and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships are enhanced by learning about other people’s perspectives and communicating our own</td>
<td>A variety of signs and symbols facilitate local and global communications.</td>
<td>Authors use different text types for specific purposes.</td>
<td>Human action affects habitats and ecosystems.</td>
<td>Climate and weather influence the way people live.</td>
<td>Regions of the world have distinctive features that represent people, places, ideas and historical events.</td>
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</tbody>
</table>

### Getting to know each other

- Writing recounts
- Learning about ourselves and others
- Self expression
- Point of view

### Signs and symbols
- Non-verbal communications
- Colour as symbol
- Maps
- Designing signs and symbols
- Giving directions

### Narratives (stories)
- Genres (humour, fantasy, fairytales, folk stories, etc.
- Writing stories

### Habitats
- Food chains
- Human activity and the environment
- Endangered animals
- Research reports

### Weather
- Climate
- Geography
- Science experiments and reports

### History
- Landmarks
- Culture
- Research
- Writing letters and postcards

- Social interactions
- Understanding your own perspective
- Understanding other people's perspectives
- Managing and resolving conflict

- Different signs and symbols
- Reasons for the development of communication systems
- Specialised communication systems including maps
- Exploration of text types
- Authors write for different purposes
- Authors write for different audiences
- Personal experiences that enable responders to connect with texts
- Connections between humans and ecosystems
- How food chains impact on an animal’s survival
- How we can help ecosystems flourish
- The elements of weather, climate and seasons
- The relationships between seasons and geography
- How humans take action to adapt to climatic and season factors
- Landmarks in regions of the world
- The historical purpose and role of landmarks around the world
- How history influences our lives today
Reading

- Diagnostic testing - once a term to see progress

- A range of opportunities to read in class and at home -
  
  - *Modelled reading (teacher to students)*

  - *Reading groups (skills based).*

  - *Read to teacher, read to self, read to a buddy, read with a buddy,*

  - *Read out loud, read silently, practice fluency (repeated reading)*

- Library sessions

- Home readers

- ICT support – Reading Eggs
Spelling

- Diagnostic testing – once a term to see progress
- Appropriate word lists each week
- Phonics (a sound a week)
- Words from our Unit of Inquiry
- In class lessons and group activities
- Practice at home for homework
- ICT support – Reading Eggs, Spelling City
Maths

- Diagnostic testing at regular intervals
- Number and operations – all year long
- Data, measurement, shape – spread across Units of Inquiry
- Number fact practice – speed and accuracy: +, -, X, ÷
- Whole class, group and independent
- ICT support – Mathletics, Study Ladder etc.
Homework

- **Handed out Monday, due Friday**

- **Reading** – home reader, library book, own choice, English and mother tongue

- **Spelling** – LSCWC and contract activities for certain words

- **Maths** – a task or worksheet that supports what we are learning in class

- **PYP projects** – every 2 or 3 weeks; support an element of our Unit of Inquiry

AIS Homework Policy
Playground Agreements

- Caring
- Fairness
- Communication
- Fun
- Safety... including sun safety
- Nut allergies
Assessment and Reporting

- Regular assessment in subject areas and in the UOI
- Tests, writing, reading, speaking, **DOING**
- 4 published academic reports a year
- Reports will be sent out via **Managebac** – use your login
- Parent and teacher meetings
- Student Led Conferences (student, parent, teacher)
- [Weebly portfolios](#) – student created
And last, but not least...

- AIS Celebrates – end of term 2 (December), date TBC
- Sleepover – term 4 (May), Date TBC
- Excursions – as opportunities arise
- Birthdays - please contact teachers if you wish to celebrate

Any questions?