

STATEMENT OF INTENT: YEAR 4, BEAUMARIS PRIMARY SCHOOL		SUBJECT FOCUS: Science			
Term 3 Weeks 1 and 2 Commencing Date: 17 July 2017		Year 4 Teaching Team: Lindy McManus, Jenny Fildes, Lisa Gardiner, Sue Dale.		Key Learning Intentions: Demonstrate an understanding that - <ul style="list-style-type: none"> • living things have life cycles to survive • materials have properties which affect how they are used • Earth's surface changes over time as a result of nature and humans • forces can be exerted from one object to another • science investigations involve questioning, planning, testing and evaluating • as global citizens we have a responsibility to care for our planet 	
Developmental Domain Focus	Learning Outcomes (State/National Framework)	Immersion & Other Exposure, Concepts, Excursions, School events	Assessment & Reflection on Experiences	Learning Experiences	Modifications
<p>Emotional For the students to:</p> <ul style="list-style-type: none"> • Participate in mindfulness – Smiling Minds • Share feelings with others when things go wrong <p>Social For the students to:</p> <ul style="list-style-type: none"> • Listen to others when speaking and wait for the appropriate time to enter the conversation <p>Language For the students to:</p> <ul style="list-style-type: none"> • Use a clear speaking voice and eye contact when speaking in front of an audience <p>Cognitive/Thinking For the students to:</p> <ul style="list-style-type: none"> • Recognise cues in the form of body language and expressions from others, especially when others are upset <p>Physical/Health For the students to:</p> <ul style="list-style-type: none"> • Understand the importance of feeling positive about yourself • Being aware of healthy habits, hand over mouth when coughing 	<p>Maths For the students to: Talk in terms of 'groups of' not times, and introduce the term multiply/multiplication. Students will use real life examples of when multiplication can be used.</p> <p>Teach the times tables in terms of understanding and strategies, e.g. 2s = doubles 3s = doubles and one more 4s = double double, or an array of 2 + an array of 2 5s = half the tens or tens halved or the clock 6s = build on 5s = (5 x 8 = 40) + one more = 6 x 8 = 48, or double the 3s 8s = double, double, double 9s = 10s – 1 of 9s Introduce the 1 and 0 times tables last to ensure a conceptual rather than rule-based understanding. Make a timetable strategies book.</p> <p>Arrays- use an array to build a deep understanding of 'groups of' e.g. Fact families-2x3=6, 3x2=6</p> <p>English For the students to: Reading and Writing Explicitly teach procedural text by employing VOICES Strategies: V – Write with reader in mind O – Use paragraphs to order writing I – Write what you know or want to know C – Use consistent and appropriate tense</p>	<p>Incursion</p> <ul style="list-style-type: none"> • Hands on Science (incursion)- weeks 3 and 4 • Japanese Week • Japanese Australia Day assembly (Wednesday 26th July) • Glee Club • Lego Club • Chess Club <p>Sustainability and Kitchen Garden – Fridays after lunch</p> <p>Whole School Assembly Friday 3pm</p> <p>Students' Interests:</p> <ul style="list-style-type: none"> • To be confirmed 	<ul style="list-style-type: none"> • Sue Fine Pre Test Multiplication • L.S.C.W.C • Anecdotal observations • Student conferences and teacher student conferences with follow up lessons as required individual or small groups • Focus children • Class meetings • Immersion activities • Spelling clinic groups • Behind the News • Homework Submissions and presentations 	<ul style="list-style-type: none"> • Di Siemon and Michael Ymer Activities • Big ideas folder – Subitising /Place value • Maths 300 • Bill Nye- Science series. <p>Term 3 BTN Episodes</p> <ul style="list-style-type: none"> • Tree day 28/7/15 (biology) • Bee Problems: 29/07/2014 (biology) • A bug's life 21/02/12 (biology) • Dust Storm 13/10/09 (earth and space) • Mangrove Warning: 24/05/2016, • Iron Ore: 26/05/2015 (chemical) • Gas Bonanza 01/09/09 (chemistry) • Space Lab 20/08/13 (physical) • Sprint Science 06/09/11 (physical) 	

	<p>E – Select words and phrases that are accurate S – Read your writing aloud and ask yourself does it make sense</p> <p>Handwriting Developing handwriting style by:</p> <ul style="list-style-type: none"> • writing using clearly-formed joined letters, and develop increased fluency and automaticity <p>Spelling Using Subject focus spelling planner- investigate scientific words through SWI. (see planner)Reading:</p> <p>Further develop strategies, as highlighted in CARS Assessment</p> <p>C – Recognise and explain cause and effect relationships A – trade a word/guess a word that makes sense F- voracious reading E- ask someone to define a word for your</p> <p>Grammar: Use of quotation marks in writing New line for new speaker Interesting words for said</p> <p>ERP: Science For the students to:</p> <ul style="list-style-type: none"> • Establish their interests • Unpack the learning intentions <p>ICT For the students to:</p> <ul style="list-style-type: none"> • creating folder based on interest topic • Create an interest page for ERP folder, include title, pictures, save and print 				
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