

STATEMENT OF INTENT: YEAR 4, BEAUMARIS PRIMARY SCHOOL

<p>Term 3 Weeks 9 and 10 Commencing Date: 22nd of September 2017</p>	<p>SUBJECT FOCUS: Science Key Learning Intentions: Science Demonstrate an understanding that</p> <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 	<p>Year 4 Teaching Team: Lindy McManus, Jenny Fildes, Lisa Gardiner, Sue Dale.</p>
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Developmental Domain Focus	Learning Outcomes (State/National Framework)	Immersion & Other Exposure, Concepts, Excursions, School events	Assessment & Reflection on Experiences	Learning Experiences
<p>Emotional For the students to:</p> <ul style="list-style-type: none"> • Participate in mindfulness – Smiling Minds • Develop skills to better manage social situations which don't necessarily go their way • Share feelings with others when things go wrong • Recognise significant people in our lives (network) and how relationships within are similar <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 • Be a good friend in order to develop and maintain friendships • Recognise significant people in our lives (network) and how relationships within are similar <p>Language For the students to:</p> <ul style="list-style-type: none"> • Listen mindfully actively and attentively • Demonstrate whole body listening <p>Cognitive/Thinking For the students to:</p> <ul style="list-style-type: none"> • Support each other to interact positively and encourage fair play and relationship building 	<p>Maths For the students to:</p> <ul style="list-style-type: none"> • Recall multiplication facts up to 10 by 10 and related division facts • Develop efficient mental and written strategies for multiplication and division with and without remainders • Solve worded problems by using number sentences involving multiplication or division with or without remainders • Identify and describe factors of multiples of whole numbers and use them to solve problems, prime and composite numbers <p>Chance and Data Focus: <u>Data representation</u>- Link to Science topic</p> <ol style="list-style-type: none"> 1. Select and trial methods for data collection including survey questions and recording sheets. 2. Compare the effectiveness of different methods of collecting data 3. Construct suitable data displays with and without the use of digital technologies from given or collected data. Including tables, column graphs and picture graphs where one picture can represent many data values 4. Evaluate the effectiveness of different displays 5. Suggesting questions that can be answered by a graph and use the graph to answer the questions <p>English For the students to:</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • To demonstrate elements of active listening • Clear voice when articulating understandings in readiness for ERP presentations <p>Spelling and Grammar rotations; For the students to: <u>Grammar:</u> Identify different forms of grammar and how we use these in our writing e.g. verbs, adverbs, similes etc. <u>SW1</u> - Explore the suffixing rule of removing the single silent 'e' when adding a vowel suffix <u>How words work</u> – Investigate why and when we double consonants in words 'gg' 'dd' 'tt'</p> <p>Reading and Writing For the students to:</p> <ul style="list-style-type: none"> • Write a procedural or information text relating to their science experiment/activity or model create (ERP) – using VOICES 	<ul style="list-style-type: none"> • Shrek – Year 6 school musical • Dress rehearsals • Glee Club • Lego Club • Coding Club • Kitchen Garden/Chickens • Planning week • Year 4 ERP expo (Wednesday the 20th of September) <p>Sustainability and Kitchen Garden – Fridays before lunch and after lunch</p> <p>Whole School Assembly Friday 3pm</p> <p>Students' Interests:</p> <ul style="list-style-type: none"> • Animals • Soccer • Space • Crystals • Drama • Electronics • Nippers • Dinosaurs • Minecraft • Chemicals • Biology • Cooking • Lizards • Plants / roses • Nature • Haunted House • Unicorns • Problem solving games 	<ul style="list-style-type: none"> • Circles • Anecdotal observations • Student conferences and teacher student conferences with follow up lessons as required individual or small groups • Focus children • Class meetings • Spelling/grammar clinic groups • Behind the News • ERP teacher conferences • ERP Rubrics • ERP presentations (EXPO) 	<ul style="list-style-type: none"> • Literature Discussion Groups • SNMY - Multiplicative Thinking tasks • 7 Steps – whole class writing tasks • ICT Buddies • Spelling / grammar rotations • Class Novel • Book Club • Reciprocal reading sessions • Class Meetings • Behind the News (ABC) • Math challenges • Math focus groups • Kitchen Garden • Sustainability hour <p>Term 3 BTN Episodes</p> <ul style="list-style-type: none"> • 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, • Uluru Uproar 21/07/2009 BTN • What happens if the ice melts?

<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>Sustainability: For the students to:</p> <ul style="list-style-type: none"> • Find an aspect of sustainability that links to their chosen area of science and research the impact of human behavior on the planet 	<p>V – Write with a style and language appropriate to the audience O – Use the paragraphs to order writing I – Write about what you know or want to know C – Use consistent and appropriate tense E – Select words and phrases that are accurate S – use connectives to link ideas +P- Decide how the writing should be presented (according to purpose)</p> <p><u>Handwriting:</u> Developing handwriting style by:</p> <ul style="list-style-type: none"> • writing using clearly-formed joined letters, and develop increased fluency and automaticity • Some students working towards their Pen License <p><u>Reading:</u> Use final benchmark stories to explicitly teach comprehension strategies Students in small groups will discuss and justify their answers C – recognize and explain cause and effect relationships A – trade a word / guess a word that makes sense F - voracious reading E- tune in to interesting words and use new vocabulary</p> <p>Book Club reading groups – For the students to:</p> <ul style="list-style-type: none"> • Complete a book report on their Term 3 book club text <p>ERP: Science For the students to:</p> <ul style="list-style-type: none"> • Draft research gathered in line with their ERP research question(s) • Create a graph of table to represent findings relevant to their research question • Write a procedure text relating to their science experiment / activity or model created <p>ICT For the students to:</p> <ul style="list-style-type: none"> • Complete individual article for their class newsletters ready for publication using Microsoft Publisher • Gather further ERP Research • Use problem solving strategies to complete allocated tasks <p>Digital Technologies For the students to:</p> <ul style="list-style-type: none"> • Explore excel software to represent data • Devise simple coding programs when using a 'sphero' 			
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