

STATEMENT OF INTENT: YEAR 4, BEAUMARIS PRIMARY SCHOOL		SUBJECT FOCUS: Civics and Citizenship			
Term 4 Weeks 5 and 6 Commencing Date: 6 th November 2017	Year 4 Teaching Team: Lindy McManus, Jenny Fildes, Lisa Gardiner, Sue Dale.		Learning Intentions: For the students to- <ul style="list-style-type: none"> • Develop knowledge, skills and understanding of how to have an effective role in their community • Develop an understanding of active citizenship and volunteering • Investigate the role of groups in the community • Examine the rights and responsibilities of Australian citizens • Explore the process of making and changing rules and laws 		
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"> • Develop skills in being able to think before you speak and then act (If its not • Participate in mindfulness – Smiling Minds <p>Social For the students to:</p> <ul style="list-style-type: none"> • Be inclusive of others, accept that everyone can be different • Being respectful to others at all times <p>Language For the students to:</p> <ul style="list-style-type: none"> • Think about how one's own words and body language can impact others both positively and negatively • Understand the appropriate time to enter a conversation <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 • Support each other to interact positively and encourage fair play and relationship building <p>Physical/Health For the students to:</p> <ul style="list-style-type: none"> • Practise skills and develop confidence with exploring yoga and begin regular bike riding at home to prepare for Bike Ed • Explore concepts of healthy food vs processed food – what factors 	<p>Multiplication and Division – REVISION For the students to:</p> <ul style="list-style-type: none"> - further explore various strategies to solve multiplication and division problems <p>Money and Financial Mathematics</p> <ul style="list-style-type: none"> - For the students to: - solve problems involving purchases and the calculation of change to the nearest 5 cents with or without the use of digital technologies – - recognise that not all countries use dollars and cents, eg India uses rupees - carry out calculations in another currency as well as in dollars and cents, and identifying both as decimal systems - Investigate simple financial Plans <p>Maths Rotations Area</p> <ul style="list-style-type: none"> • Compare areas using grid paper. • Informal introduction to formula $L \times W$. • Area and perimeter relations Introduction of the formal unit Relationships between the formal units <p>Chance</p> <ul style="list-style-type: none"> • Identify everyday events where one cannot happen if the other happens. E.g. it can't be dry and wet at the same time. • Identify events where the chance of one will not be affected by the events of the other. E.g. a baby being either a boy or girl does not depend on the sex of the previous baby. • Identify everyday events where one cannot happen if the other happens. E.g. it can't be dry and wet at the same time. • Identify events where the chance of one will not be affected by the events of the other. E.g. a 	<ul style="list-style-type: none"> • Yoga Classes • Glee Club • Lego Club • Coding Club • Drum Club • Kitchen Garden/Chickens • Swimming 20th Nov- 1st Dec <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"> • Technology • Science • Dinosaurs • Making videos • Sport • Singing • Animals • Drawing • Soccer • Netball • Minions • Reading • Pokemon • Reading 	<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 • CARS • PAT Maths • PAT comprehension 	<ul style="list-style-type: none"> • Literature Discussion Groups • 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>impact upon our choices</p>	<ul style="list-style-type: none"> • baby being either a boy or girl does not depend on the sex of the previous baby. <p>Volume and Capacity</p> <ul style="list-style-type: none"> • Use scale instruments to measure capacity • Compare volumes using centicubes • Direct comparison of multiple containers • Displacement as a measure of volume • Choosing appropriate units to find the capacity of containers and volume of fluids <p>Using Units of Measurement Temperature</p> <ul style="list-style-type: none"> • Use scale instruments to measure temperature <p>English For the students to:</p> <p>Speaking and Listening * For the students to express an opinion on a topic and use correct and consistent tense.</p> <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>SWI</u> Revision of how we use SWI when spelling/writing</p> <p>Reading and Writing For the students to: Understand the elements of a persuasive text using Seven steps – Persuasive writing manual</p> <p><u>VOICES</u> <u>Voice</u> Use strong words in persuasive texts <u>Organisation</u> Use a plan to start an effective piece of writing <u>Ideas</u> Use a consistent point of view <u>Conventions</u> Re read and edit writing carefully. <u>Explore vocabulary</u> Use connectives and modal verbs in persuasive texts</p> <p><u>Sentence fluency</u> Read your writing aloud and ask yourself does it make sense.</p>				
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	<p><u>Presentation</u> Take your time and work carefully</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></p> <p>Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts</p> <p>Comprehension Predict what will happen; use text to confirm, infer, and support with evidence</p> <p>Accuracy Skip the words, then come back</p> <p>Fluency Re read the text</p> <p>Expand Vocabulary Tune in interesting words and use new vocabulary in speaking and writing</p> <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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