

STATEMENT OF INTENT: YEAR 4, BEAUMARIS PRIMARY SCHOOL		SUBJECT FOCUS: Design and Technology				
Commencement Date: Monday, 19th Term 1, Weeks 8 & 9	Years 3/4 Teachers		Broad Statement Our goal for you this term is to design, create, make and evaluate products.	Key Learning Intentions <ol style="list-style-type: none"> 1. Create a range of ideas in response to a simple design brief 2. Use labelled sketches to communicate a design 3. Identify materials and the main steps needed to create products 4. Assess how the product meets the requirements 		
	Miss Alex Burridge Miss Katherine Geake Mr. Troy Wood Mrs Zahara Forte	Mrs. Sam Robinson Miss Kirsten Costello Mrs. Leonie Angelis & Mrs. Karen Hebard				
Developmental Domain Focus	Learning Outcomes (State/National Framework)	Specialist learning intentions	Immersion & Other Exposure, Concepts, Excursions, School events	Learning Experiences	Assessment & Reflection on Experiences	

<p>Emotional For the students to: Develop independence and initiative at school and camp.</p> <p>Social For the students to: Demonstrate empathy towards one another.</p> <p>Language For the students to: Express 'what went well' during their day and give reasons.</p> <p>Cognitive/Thinking For the students to: Construct and use open and closed questions for different purposes</p> <p>Physical/Health For the students to: Participate in mindfulness meditation sessions and reflect on experiences.</p>	<p>English <i>Speaking and Listening</i> For the students to recognise that we use language differently with our friends and family in both spoken and written formats.</p> <p><i>Writing</i> Year 4: For the students to develop the text and language features of explanation reports</p> <p>Year 3: For the students to plan, draft and publish narrative texts demonstrating increasing control over text structures and language features using the 7 Steps to Writing Success Model</p> <p><i>Spelling</i> For the students to investigate the sh, th, ch, wh and ph digraphs.</p> <p><i>Reading</i> For the students to develop their 'prediction' strategy while reading.</p>	<p>Mathematics For the students to recognise the place value system can be extended to tenths and hundredths. Make connection between fraction and decimal notation.</p> <p><i>Space</i> For the students to explain and compare the geometric properties of 2D and 3D shapes</p> <p>OTHER SUBJECTS: <u>Design & Technologies</u> ERP: For the students to create and present a range of package designs as labelled diagrams, for evaluation.</p> <p><u>Digital Technologies</u> Year 4: For the students to import a picture, create a labelled diagram and create a table in PowerPoint. Year 3: For the students to further develop their use of Word and saving documents into their personal files.</p>	<p>Performing Arts For students to:</p> <ul style="list-style-type: none"> - We are learning to respond to music, communicating our preferences and learning to discuss where and why people make and perform music <p>Physical Education For the students to:</p> <ul style="list-style-type: none"> - TBA <p>Visual Arts For the students to:</p> <ul style="list-style-type: none"> - For the students to be able to creatively and imaginatively sketch out their Kandinsky- like draft copy in preparation for painting <p>Japanese For the students to:</p> <ul style="list-style-type: none"> - Work in pairs to record jikoshoukai to record onto seesaw and review each others- send to seesaw for other to watch and comment - For the students to revise songs, self-introductions and practice with each other in the classroom. Create a morfo on the ipads using their voice for the introduction 	<ul style="list-style-type: none"> ● Whole School Sustainability 'Change the World' weekly activities. 2:30pm Fridays ● Whole School Assembly 3pm Fridays ● School photo day Monday 19th ● Easter Bonnet Parade - Thursday 29th ● End of term 2:30pm Thursday 29th ● Year 4 Camp from 26th - 28th of March (WEEK 9) <p>Student Interests</p> <table border="1" data-bbox="1863 869 2193 1455"> <tr> <td>Origami</td> <td>Golf</td> </tr> <tr> <td>Gymnastics</td> <td>Pool</td> </tr> <tr> <td>Football</td> <td>Soccer</td> </tr> <tr> <td>Basketball</td> <td>Foosball</td> </tr> <tr> <td>Athletics</td> <td>Table tennis</td> </tr> <tr> <td>Science</td> <td>Violin</td> </tr> <tr> <td>Craft</td> <td>Boogie</td> </tr> <tr> <td>Cricket</td> <td>boarding</td> </tr> <tr> <td>Drama</td> <td>Surfing</td> </tr> <tr> <td>Sewing</td> <td>Swimming</td> </tr> <tr> <td>Tennis</td> <td>Oz tag</td> </tr> <tr> <td>Parkour</td> <td>Recorder</td> </tr> <tr> <td>Dancing</td> <td></td> </tr> </table>	Origami	Golf	Gymnastics	Pool	Football	Soccer	Basketball	Foosball	Athletics	Table tennis	Science	Violin	Craft	Boogie	Cricket	boarding	Drama	Surfing	Sewing	Swimming	Tennis	Oz tag	Parkour	Recorder	Dancing		<ul style="list-style-type: none"> *Focus Students *Tuning-in & reflection times *Circle Time *Class Meetings *Behind The News (ABC news program for students looking at current issues and events in the world) *Listening to class novel *Silent reading sessions *Resilience Project Curriculum session *Mindfulness sessions *Library session with classroom teacher with the assistance of Mrs. Jones *ICT session with classroom teacher *Visual Arts with Ms Fisk *Performing Arts with Mrs Rothberg *Physical Education with Mr Lilburne *Japanese with Gall Sense 	<p>Students to work towards and reflect on personal learning goals for Term 1</p> <p>On-going assessment of student learning (teachers examine samples of student work).</p>
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