

STATEMENT OF INTENT: YEAR 3/4, BEAUMARIS PRIMARY SCHOOL				SUBJECT FOCUS:											
Commencement Date: Monday, 14th May Term 2, Weeks 5 & 6	Years 3/4 Teachers <table border="1" style="width: 100%;"> <tr> <td>Miss Alex Burridge</td> <td>Mrs. Sam Robinson</td> </tr> <tr> <td>Miss Katherine Geake</td> <td>Miss Kirsten Costello</td> </tr> <tr> <td>Mr. Troy Wood</td> <td>Mrs. Leonie Angelis & Mrs. Karen Hebard</td> </tr> <tr> <td>Mrs Zahara Forte</td> <td></td> </tr> </table>			Miss Alex Burridge	Mrs. Sam Robinson	Miss Katherine Geake	Miss Kirsten Costello	Mr. Troy Wood	Mrs. Leonie Angelis & Mrs. Karen Hebard	Mrs Zahara Forte		Key Learning Intentions For the students to: <ol style="list-style-type: none"> understand that places are similar and different throughout the world. identify interconnections between people and places. identify interconnections between animals and vegetation/environment. describe the human and animal impact on a place. 	Broad Statement Our goal for you this term is to understand that countries are defined by their features and they differ around the world.		
	Miss Alex Burridge	Mrs. Sam Robinson													
Miss Katherine Geake	Miss Kirsten Costello														
Mr. Troy Wood	Mrs. Leonie Angelis & Mrs. Karen Hebard														
Mrs Zahara Forte															
Developmental Domain Focus	Learning Outcomes (State/National Framework)	Specialist Learning Intentions	Immersion & Other Exposure, Concepts, Excursions, School events	Assessment & Reflection on Experiences	Learning Experiences										
Emotional For the students to: Interpret the possible emotions of others are feeling by observing their body language. Social For the students to: Think about a friend they admire and explore whether there are similarities or differences between themselves and that person. Language For the students to: construct and use closed and open questions. <i>for example to investigate the characteristics of a place and how people describe these characteristics.</i> Cognitive/Thinking For the students to: use a range of visualisation strategies to represent models of thinking (e.g. comparing different	Mathematics For the students to: <ul style="list-style-type: none"> add and subtract using vertical addition strategies with and without trading. connecting addition and subtraction subtraction using addition explore and understand different methods for data collection evaluate the effectiveness of different methods in varying contexts English <i>Grammar</i> For the students to: Use verb groups/phrases, noun groups/phrases in context to writing information reports. <i>Speaking and Listening</i> For the students to: report on a topic in an organised manner, providing relevant facts and descriptive detail to enhance audience understanding. Continue to focus on using eye contact and projecting voice through focus student	Performing Arts For students to: <ul style="list-style-type: none"> create and perform dances from a range of cultures, times and locations. explore the social and cultural contexts of dances they make, perform and view. Physical Education For the students to: <ul style="list-style-type: none"> Apply skills in netball Apply skills in football Visual Arts For the students to: <ul style="list-style-type: none"> For the students to explore the SHAPES (and FORMS) that occur in the city- the CBD e.g. Can you identify this city given the silhouette of the buildings? For the students to create a CITY skyline in silhouette within the following parameters: <ol style="list-style-type: none"> layering variation in shapes, heights and positioning of buildings 	<ul style="list-style-type: none"> Whole School Sustainability 'Change the World' weekly activities. 2:30pm Fridays Whole School Assembly 3pm Fridays Year 3 Buddy Reading (Friday 2pm even weeks) Year 3 Naplan 14th May - 18th May 21st May - Grandparents Morning 21st May - Resilience Project Parent Information Night Kitchen Garden - every Friday (on a rotation basis for Year 4s only) Junior School Cross Country Wednesday 23 May Student Interests <table border="1" style="width: 100%;"> <tr> <td>Football</td> <td>Golf</td> </tr> <tr> <td>Basketball</td> <td>Soccer</td> </tr> <tr> <td>Science and mechanics</td> <td>Table tennis</td> </tr> <tr> <td>Craft</td> <td>Swimming</td> </tr> <tr> <td></td> <td>Recorder</td> </tr> </table>	Football	Golf	Basketball	Soccer	Science and mechanics	Table tennis	Craft	Swimming		Recorder	On-going assessment of student learning (teachers examine samples of student work). Conduct Fountas and Pinnell Running Records. Writing Moderation task (whole school). Subject Focus Hurdle Tasks - students will present to the class an update on their ERP focus and what their goals are for the rest of the term. Diagnostic Tests 1 and 2 Maths Plus- level appropriate to individual learning	<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
Football	Golf														
Basketball	Soccer														
Science and mechanics	Table tennis														
Craft	Swimming														
	Recorder														

<p>graphs to visually represent collected data to understand trends).</p> <p>Physical/Health For the students to: Establish a small edible garden for the class tend to and create healthy food options. Take part in a 50 minute session of FMS once a week.</p>	<p>questions.</p> <p><i>Reading</i> For the students to: Identify the structure and features of non-fiction texts (e.g. headings, subtitles, contents, index) and recognise how these are use to better comprehend what is being read. Ask questions of the texts they read and develop strategies to find evidence to answer these. Identify and understand sequence is the order of events in a story.</p> <p><i>Handwriting</i> For the students to: Practise our handwriting skills when completing diagonal joins.</p> <p><i>Writing</i> For the students to: Plan, Write and publish an information report with a focus on structural features such as title, introduction, paragraphs, images, subheadings, descriptive language</p> <p>Subject Focus: For the students to: Further explore Australian animals and people - their backgrounds, beliefs and traditions. Look at and discuss on a map Australia's neighbours</p> <p>ICT: For the students to: Further develop their skill in a range of programs in relation to coding. Further develop their research skills in relation to our subject focus Geography</p>	<p>c. architectural features</p> <p>d. 'lit' windows</p> <p>Japanese For the students to:</p> <ul style="list-style-type: none"> • Hiragana booklets(na-ho) 20 mins • For the students to continue to learn time and how to say today, yesterday, tomorrow, now • Role play asking the time in Japanese 'sumimasen -hai, 'ima nanji desu ka?, 'ima wa ...desu, 'arigatou, 'dou itashimashite' • Create on ipads to share with the class 	<table border="1"> <tr> <td data-bbox="1507 170 1715 625"> Cricket Sewing Tennis Dancing Animals (marine and other) Dinosaurs Gardening Cooking </td> <td data-bbox="1715 170 1923 625"> Netball Video Games Fashion World War II Markets Building </td> </tr> </table>	Cricket Sewing Tennis Dancing Animals (marine and other) Dinosaurs Gardening Cooking	Netball Video Games Fashion World War II Markets Building		
Cricket Sewing Tennis Dancing Animals (marine and other) Dinosaurs Gardening Cooking	Netball Video Games Fashion World War II Markets Building						