

STATEMENT OF INTENT: YEAR 3 BEAUMARIS PRIMARY SCHOOL			SUBJECT FOCUS: DESIGN & TECHNOLOGIES		
<p>Commencement Date: Monday 4th March</p> <p>Term 1 Weeks 6&amp;7</p>	<p><b>Year 3 Teaching Team:</b> Mrs. Robinson Ms Chudleigh Mrs. Angelis &amp; Mrs. Hebard</p>		<p><b>Broad Statement</b> Our goal for you this term is to design, create, make and evaluate products.</p>	<p><b>Key Learning Intentions</b></p> <ol style="list-style-type: none"> <li>1. Create a range of ideas in response to a simple design brief</li> <li>2. Use labelled sketches to communicate a design</li> <li>3. Identify materials and the main steps needed to create products</li> <li>4. Assess how the product meets the requirements</li> </ol>	
Developmental Domain Focus	Learning Outcomes	Specialist Learning Intentions	Immersion & Other Exposure, Concepts, Excursions, School events	Learning Experiences	Assessment & Reflection on Experiences
<p><b>Emotional</b> For the students to: continue to develop resilience when learning new school routines</p> <p><b>Social</b> For the students to: work collaboratively</p> <p><b>Language</b> For the students to: make excellent word choice</p> <p><b>Cognitive/Thinking</b> For the students to: think about the way they will approach a problem or task before starting it</p> <p><b>Physical/Health</b> For the students to: be sure have a drink bottle at school</p>	<p><b>Mathematics</b> For the student to: <b>Place Value</b> -Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems</p> <p><b>English</b> <i>Speaking and Listening</i> For the students to:  <ul style="list-style-type: none"> <li>• use appropriate volume and pace</li> </ul> <i>Writing</i> For the students to:  <ul style="list-style-type: none"> <li>• produce a persuasive text to persuade readers to your point of view</li> </ul> <i>Spelling</i> For the students to:  <ul style="list-style-type: none"> <li>• Investigate long vowel sounds.</li> </ul> <i>Grammar</i> For the students to:  <ul style="list-style-type: none"> <li>• use of emotive language</li> <li>• present tense</li> </ul> <i>Reading</i> For the students to:  <ul style="list-style-type: none"> <li>• make connections with text</li> </ul> <b>Design &amp; Technologies</b> For the students to:  <ul style="list-style-type: none"> <li>• begin ERP collaborative task</li> </ul> <b>Digital Technologies</b></p>	<p><b>Performing Arts</b> For students to:  <ul style="list-style-type: none"> <li>• improvise and move to music and to become aware of beat, rhythm and tempo using percussion instruments.</li> <li>• listen and respond to a variety of music.</li> </ul> <b>Physical Education</b> For the students to:  <ul style="list-style-type: none"> <li>• cooperate with each other</li> <li>• develop fundamental movement skills</li> <li>• value being active</li> </ul> <b>Visual Arts</b> For the students to:  <ul style="list-style-type: none"> <li>• draw an elephant by drawing individual parts first</li> <li>• use watercolor paint</li> <li>• differ between foreground and background</li> <li>• use a variety of collage materials to enhance our creative project</li> <li>• practise with a variety of papers (e.g. cello) &amp; manipulative skills (e.g. twisting, cutting, folding) to create e.g. seaweed/ bubble weed/ kelp for our pieces</li> </ul> </p>	<ul style="list-style-type: none"> <li>• Sushi Day: 4th March</li> <li>• Public Holiday: 11th March</li> <li>• Investiture Assembly: 12th March</li> <li>• Whole School Sustainability 'Change the World' weekly activities. 2:30pm Fridays</li> <li>• Whole School Assembly 3pm Fridays</li> </ul> <p><b>Student Interests</b> Soccer Fortnite Drawing Birds Basketball Cricket Football Dogs Travelling Reading Sewing Drama Cooking Art Science Languages Acting</p>	<ul style="list-style-type: none"> <li>*Focus Students</li> <li>*Tuning-in &amp; Reflection times</li> <li>*Circle Time</li> <li>*Class Meetings</li> <li>*Behind The News (ABC news program for students looking at current issues and events in the world)</li> <li>*Listening to class novel</li> <li>*Silent reading sessions</li> <li>*Resilience Project journal session</li> <li>*Mindfulness sessions</li> <li>*Library session with classroom teacher with the assistance of Ellie Hilton</li> <li>*Digital Technologies session with classroom teacher</li> <li>*Visual Arts with Ms Fisk and Mrs Redlich</li> <li>*Performing Arts with Mrs Rothberg</li> <li>*Physical Education with Mr Lilburne</li> <li>*Japanese with Gall Sense</li> </ul>	<p>Students to set personal learning goals for Term 1. CARS pre-test</p>

	<p>For the students to:</p> <ul style="list-style-type: none"> <li>research information for ERP</li> </ul>	<p><b>Japanese</b></p> <p>For the students to:</p> <ul style="list-style-type: none"> <li>practice reading and writing our names in Japanese. Compare and contrast any similarities between their names in English and Japanese characters. Discuss the cultural differences with writing between the cultures</li> <li>write Japan 日本 in kanji and make an origami box to take home. Discuss the 3 alphabets in the Japanese writing system</li> <li>continue to add to our TPRS stories about ourselves in Japanese—using high frequency words</li> </ul>			
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