

| STATEMENT OF INTENT: YEAR 3/4, BEAUMARIS PRIMARY SCHOOL | | | | SUBJECT FOCUS: | | | | | | | |
|--|--|--|--|---|---|--|---|-------------|--------------|---|---|
| Commencement Date: Monday, 8th October. Term 4, Weeks 1 & 2 | Years 3/4 Teachers <table border="1" style="width: 100%;"> <tr> <td>Miss Alex Burridge Miss Katherine Geake Mr. Troy Wood Mrs Zahara Forte</td> <td>Mrs. Sam Robinson Miss Kirsten Costello Mrs. Leonie Angelis & Mrs. Karen Hebard</td> </tr> </table> | | | Miss Alex Burridge Miss Katherine Geake Mr. Troy Wood Mrs Zahara Forte | Mrs. Sam Robinson Miss Kirsten Costello Mrs. Leonie Angelis & Mrs. Karen Hebard | Key Learning Intentions TBC once subject focus is revealed | Broad Statement Our goal for you this term is to - TBC once subject focus is revealed | | | | |
| 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 | Assessment & Reflection on Experiences | Learning Experiences | | | | | | |
| Emotional For the students to: <ul style="list-style-type: none"> Recognising the effects of inclusive behaviour, for example 'feeling valued' or 'belonging to a group' Social For the students to: <ul style="list-style-type: none"> Explore what it means to belong. Language For the students to: <ul style="list-style-type: none"> Recognising the importance of using inclusive language Cognitive/Thinking For the students to: <ul style="list-style-type: none"> Exploring the causes of conflict and initiate strategies which help to resolve these conflicts, for example 'Stop it. I don't like it' and help-seeking behaviours Physical/Health For the students to: <ul style="list-style-type: none"> Begin establishing a small fruit and vegetable garden for the class that can be used to create healthy lunches or snacks | Mathematics For the students to: <ul style="list-style-type: none"> To explore measurement, length, area, perimeter, volume, capacity, and mass English <i>Language Conventions</i> For the students to: <ul style="list-style-type: none"> Expose students to Structured Word Inquiry (SWI) - the language of English orthography; morphology, etymology and phonology. Explore words chosen from Word Walls <i>Speaking and Listening</i> For the students to: <ul style="list-style-type: none"> Express their thoughts and opinions in a variety of ways in class meetings and circle times. <i>Reading</i> For the students to: <ul style="list-style-type: none"> Practise summarising the text they are reading Practise finding the main idea in the text they are reading. Apply comprehension strategies and make their thinking visible during independent reading. <i>Handwriting</i> For the students to: <ul style="list-style-type: none"> practise handwriting skills when | Performing Arts For the students to: YEAR 3 <ul style="list-style-type: none"> Students are learning to make and respond to music independently and collaboratively with their peers and teacher. Students are learning to extend their understanding of the elements of music and their ability to interact with other musicians as they develop their music knowledge and skills. YEAR 4 <ul style="list-style-type: none"> Students are learning to as artists develop their confidence when rehearsing for their Year 4 performance night. Students continue to rehearse for their Year 4 performance night focusing on developing their voices to maintain a part for their performance. Physical Education For the students to: <ul style="list-style-type: none"> Students are learning baseball skills Students are learning Lacrosse skills Visual Arts For the students to: | <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) Kitchen Garden - every Thursday (Year 4s) St John First Aid in Schools Monday 15th October Year 4 Performance Night Thursday 25th October Civics & Citizenship Incursion Whole School Day for Daniel Friday 26th October Year 3 Camp 12th - 13th November Swimming Lessons commencing 19th November and finishing Friday 30th November (inclusive) Whole School Carol Night Wednesday 19th December 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</td> <td>Table tennis</td> </tr> </table> | Football | Golf | Basketball | Soccer | Science and | Table tennis | <ul style="list-style-type: none"> Prior knowledge around what it means to belong On-going assessment of student learning (teachers examine samples of student work). Ongoing review of student personal goals | <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 *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 | Table tennis | | | | | | | | | | |

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| | <p>completing diagonal joins.</p> <ul style="list-style-type: none"> Continue to improve their handwriting with a pen after receiving their pen licence master writing with a pen <p><i>Writing</i> For the students to:</p> <ul style="list-style-type: none"> Understand and incorporate the 7 steps in their narratives Explore narrative writing in smaller steps (6+1) looking planning and drafting the beginning, middle and end of their writing. <p>Subject Focus: For the students to:</p> <ul style="list-style-type: none"> Explore their interests and what it means to belong <p>ICT: For the students to:</p> <ul style="list-style-type: none"> Continue developing their skills in microsoft processing Continue to develop their skills in coding via code.org Use mind-mapping software to explore their interests | <ul style="list-style-type: none"> TBC <p>Japanese For the students to:</p> <p>YEAR 3</p> <ul style="list-style-type: none"> For the students to learn kanji and practice writing it using the correct stroke order For the students to create a treasure map using kanji they learnt to label their maps. Instructions in Japanese as much as possible <p>YEAR 4</p> <ul style="list-style-type: none"> For the students to learn how to say clothes items in Japanese. Play and game with remembering these items For the students to revise clothes items and learn how to ask for something they want in Japanese. Ikura desu ka? Hai, Kore wo kudasai. | <table border="1"> <tr> <td>mechanics</td> <td>Swimming</td> </tr> <tr> <td>Craft</td> <td>Recorder</td> </tr> <tr> <td>Cricket</td> <td>Netball</td> </tr> <tr> <td>Sewing</td> <td>Video Games</td> </tr> <tr> <td>Tennis</td> <td>Fashion</td> </tr> <tr> <td>Dancing</td> <td>World War II</td> </tr> <tr> <td>Animals (marine and other)</td> <td>Markets</td> </tr> <tr> <td>Dinosaurs</td> <td>Building</td> </tr> <tr> <td>Gardening</td> <td></td> </tr> <tr> <td>Cooking</td> <td></td> </tr> </table> | mechanics | Swimming | Craft | Recorder | Cricket | Netball | Sewing | Video Games | Tennis | Fashion | Dancing | World War II | Animals (marine and other) | Markets | Dinosaurs | Building | Gardening | | Cooking | | | |
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| Tennis | Fashion | | | | | | | | | | | | | | | | | | | | | | | | |
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