

STATEMENT OF INTENT: Year 3 BEAUMARIS PRIMARY SCHOOL		SUBJECT FOCUS: History																
<b>Term: 2 Weeks 1 and 2 1<sup>7</sup><sup>th</sup> April – 28<sup>th</sup> April</b>  <b>Year 3 Teaching Team:</b> Mr Lucas Miss Redlich Mrs Robinsion Mrs Angelis & Mrs Hebard		<b>Broad statement:</b> Our goal this term is for the students to understand significant events, aspects of the past and describe perspectives of individuals or groups over time.  <b>Learning intentions</b> For the students to: <ol style="list-style-type: none"> <li>1. Understand why we celebrate and commemorate significant days in Australia</li> <li>2. Investigate what has changed or remained the same in our local area</li> <li>3. Explore the connection between our local area and Aboriginal people</li> <li>4. Understand why Europeans travelled to Australia, their experiences and the impact of their arrival.</li> </ol>																
Developmental Domain Focus	Learning Outcomes	Immersion & Other Exposure, Concepts, Excursions, School events	Assessment & Reflection on Experiences	Learning Experiences														
<b>Emotional:</b> For the students to: identify and describe different emotions  <b>Social:</b> For the students to: make good attempts at resolving small issues  <b>Language</b> For the students to: understand how we use our tone of voice  <b>Cognitive Thinking</b> For the students to: reflect on their learning and set suitable term goals.  <b>Physical/Health</b> For the students to: make healthy eating choices  <b>Sustainability</b>	<b>Mathematics</b> <b>Number &amp; Algebra-</b> *revise the addition concept *solve addition problems using a range of strategies <b>English</b> For the students to: <b>Reading</b> *demonstrate knowledge of reading strategies through individualized reading and comprehension activities <b>Writing</b> *independently write a persuasive text * be involved in spelling activities that develop phonological awareness, graphophonic knowledge, morphemic and etymological knowledge * help students to create a verb-consciousness to build	<ul style="list-style-type: none"> <li>• BPS Anzac Day ceremony Monday 24<sup>th</sup> April</li> <li>• Anzac Day Public Holiday Tuesday 25<sup>th</sup> April</li> <li>• Year 3/Prep Buddy Reading session - 3:10pm Thursdays</li> <li>• Whole School Sustainability session – Fridays 2:30pm</li> <li>• Whole School Assembly-Fridays 3pm</li> </ul> <table border="1" data-bbox="913 1337 1312 1544"> <thead> <tr> <th colspan="2">Student Interests</th> </tr> </thead> <tbody> <tr> <td>*Beanie Boos</td> <td>*music</td> </tr> <tr> <td>*loom Bands</td> <td>*ballet</td> </tr> <tr> <td>*drawing</td> <td>*soccer</td> </tr> <tr> <td>*handball</td> <td>*cricket</td> </tr> <tr> <td>*basketball</td> <td>*gymnastics</td> </tr> <tr> <td>*football</td> <td>*netball</td> </tr> </tbody> </table>	Student Interests		*Beanie Boos	*music	*loom Bands	*ballet	*drawing	*soccer	*handball	*cricket	*basketball	*gymnastics	*football	*netball	Assessment for learning to inform teaching. *Addition and Subtraction Pre-test  On-going assessment of student learning during the learning process (students and teachers reflect and put in place goals and strategies to help students learn better).  On-going assessment of student learning (teachers examine samples of student work).  On-going student self assessment, peer assessment and student & teacher feedback.	*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) *Homework discussion and presentation *Subject Focus discussions and immersion activities. *Listening to class novel/picture story book *Silent Reading sessions *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
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<p>For the students to: recognize strategies to reduce water usage</p>	<p>vocabulary that is colourful and imaginative. * work on handwriting skills to develop accurate letter formation <b>Speaking and Listening</b> * understand the importance of respectful, whole-body listening</p>	<p>*Pokemon *cats *dance *soccer *tennis *Minecraft</p>	<p>*reading *drama *swimming *singing *piano</p>		<p>Rothberg *Physical Education with Mr Lilburne *Japanese with Gall Sensi</p>
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