

STATEMENT OF INTENT: YEAR 4, BEAUMARIS PRIMARY SCHOOL				SUBJECT FOCUS:																			
<p>Commencement Date: Monday 4th March 2019</p> <p>Term 1, Weeks 6 & 7</p>	<p>Year 4 Teachers</p> <p>Miss Katherine Geake - 4G Miss Ellen Hollowood - 4H Mr. Peter Jarvis - 4J Miss Kayla Lacey - 4L</p>			<p>Key Learning Intentions For the students to:</p> <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 	<p>Broad Statement</p> <p>Our goal for you this term is to work independently and collaboratively, to design, create, make and evaluate products.</p>																		
Developmental Domain Focus	Learning Outcomes (State/National Framework)	Specialist Learning Intentions	Immersion & Other Exposure, Concepts, Excursions, School events	Assessment & Reflection on Experiences	Learning Experiences																		
<p>Emotional For the students to: Identify how persistence and adaptability can be used when faced with challenging situations and change.(VCPSCSE018)</p> <p>Social For the students to: Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate.(VCPSCSO023)</p> <p>Language For the students to: VCELA305 understand differences between the language of opinion and feeling and the language of factual reporting or recording</p> <p>Cognitive/Thinking For the students to: VCCCTQ011 Explore reactions to a given situation or problem and consider the effect of pre established preferences</p> <p>Physical/Health For the students to: VCHPEM100 Examine the benefits of physical activity and physical</p>	<p>Mathematics For the students to:</p> <ul style="list-style-type: none"> • Name two dimensional shapes and to understand what a vertex, edge and face is. • Name three dimensional shapes and identify their properties. • Connect three dimensional shapes with their net. • Find and practise efficient ways of multiplying numbers together <p>English <i>Language Conventions</i> <i>Spelling</i> For the students to:</p> <ul style="list-style-type: none"> • Identify errors in the own work. • Utilise classroom resources (dictionary, spelling strategies, peer, teacher etc) to attempt correcting spelling. • Practice any words identified as incorrect, within their own writing. • Understand what syllables are and to be able to identify how many syllables are in a word. • Understand what proper nouns are and when to use a capital 	<p>Performing Arts For the students to:</p> <ul style="list-style-type: none"> • use our voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms. <p>Physical Education For the students to:</p> <ul style="list-style-type: none"> • cooperate with each other • develop fundamental movement skills • value being active <p>Visual Arts For the students to:</p> <ul style="list-style-type: none"> • explore the layering process with card in the creation of 3D sea creatures • explore the graduation in size of geometric/ free-form shapes <p>Japanese For the students to:</p> <ul style="list-style-type: none"> • discover about the hinamatsuri festival –(girls’ day) and the traditions associated with this 	<ul style="list-style-type: none"> • Whole School Assembly 3pm Fridays • Garden Growers - every Friday (on a rotation basis for Year 4s) begin date TBA. • Year 4 Sport - Thursdays @ 9:10am • Whole School Photos - Thursday 28th March • Year 4 Camp 25th March - 27th March <p>Student Interests</p> <table border="1"> <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>Cricket</td> <td>Recorder</td> </tr> <tr> <td>Sewing</td> <td>Netball</td> </tr> <tr> <td>Tennis</td> <td>Video Games</td> </tr> <tr> <td>Dancing</td> <td>Fashion</td> </tr> <tr> <td>Animals (marine and other)</td> <td>World War II Markets Building</td> </tr> </table>	Football	Golf	Basketball	Soccer	Science and mechanics	Table tennis	Craft	Swimming	Cricket	Recorder	Sewing	Netball	Tennis	Video Games	Dancing	Fashion	Animals (marine and other)	World War II Markets Building	<ul style="list-style-type: none"> • On-going assessment of student learning (teachers examine samples of student work). • Ongoing review of student personal goals • Assessment Mathematics Place Value Pre and Post Tests • CARS reading assessment 	<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 sessions *Mindfulness sessions *Library session with classroom teacher with the assistance of Ellie *Visual Arts with Ms Fisk *Performing Arts with Mrs Rothberg *Physical Education with Mr Lilburne *Japanese with Gall Sense *Design and Technology Immersion Experience (Billy Cart Incursion)
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<p>fitness to health and well being.</p>	<p>letter.</p> <p><i>Speaking and Listening</i> For the students to:</p> <ul style="list-style-type: none"> Recognise the difference between formal and informal language. <p><i>Reading</i> For the students to:</p> <ul style="list-style-type: none"> Determine important information in fiction texts. Find the main idea by looking for key vocabulary. To learn the strategy of ‘asking and answering questions’ as we read to help us understand what we read. To use literal questions to gain a deeper understanding of the text. To use inferential questions to gain a deeper understanding of the text. <p><i>Handwriting</i> For the students to:</p> <ul style="list-style-type: none"> Revise word families. Work on their diagonal joins. Work towards gaining their pen licence. <p><i>Writing</i> For the students to:</p> <ul style="list-style-type: none"> Write and follow their own procedural piece of writing. Extend their knowledge in procedural writing through sequencing steps on a range of instructions. Understand what goes into a writer’s notebook and what stays out. Write from a list. Collect ‘seeds’ to inspire future writing pieces. <p>Subject Focus: Design and Technology For the students to:</p> <ul style="list-style-type: none"> Develop their understanding of what is meant by Design and Technology. 	<p>in Japan. For the girls to have their photo taken and uploaded onto the photo drive.</p> <ul style="list-style-type: none"> practice our self-introductions including こんにちは (konnichwa)、はじめまして (hajimemashite)、わたし (watashi) ・ ぼく (boku)(wa) は。nameです (desu)、。さいです (..saidesu)、四年生です (yonnensei desu)。好きな色は (sukina iro wa..desu)。です、好きなスポーツは (sukina suportsu wa ..desu)。です、好きな食べものは (sukina tabemono wa..desu)。です、どうぞよろしく (douzo yoroshiku) Hello, nice to meet you, I am .., I’m . years old, I’m in year 4, my favourite colour is, my favourite sport is, my favourite food is, please be kind to me. 	<table border="1"> <tr> <td data-bbox="1489 170 1700 338"> Dinosaurs Gardening Cooking </td> <td data-bbox="1700 170 1908 338"></td> </tr> </table>	Dinosaurs Gardening Cooking			
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	<ul style="list-style-type: none">• Work independently, then collaboratively, to design a brief of a toy they would like to create, and to then create the toy.• To evaluate a range of products.				
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