

STATEMENT OF INTENT: YEAR 4, BEAUMARIS PRIMARY SCHOOL				SUBJECT FOCUS: History																			
<p>Commencement Date: Monday 6th May 2019</p> <p>Term 2, Weeks 3 & 4</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> <ul style="list-style-type: none"> To understand what life was like in Britain during the 18th Century To understand the lack of space Britain was experiencing To understand what life was like for different classes of people (upper, middle, lower) To understand the major issues facing 18th Century Britain To understand the journey Captain Cook took to Australia To understand what Captain Cook came across when he first got to Australia 	<p>Broad Statement</p> <p>Our aim is to develop students ability to explain how and why life changed in the past and identify aspects of the past that remain the same. They will describe the experiences and perspectives or an individual or group over time. They will also recognise the significance of events in bringing about change.</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>Mathematics For the students to:</p> <ul style="list-style-type: none"> For students to use partitioning and regrouping to add numbers mentally. For students to explore the relationship between dollars and cents, and to be able to calculate change. For students to understand the subtraction algorithm as a process that makes sense. <p>English <i>Language Conventions</i> <i>Spelling</i> For the students to:</p> <ul style="list-style-type: none"> Begin grouped MSL lessons with a focus on specific word blends Practise personalised bank of words <p><i>Speaking and Listening</i> For the students to</p> <ul style="list-style-type: none"> Circle time discussions about holidays. Formal vs informal language recap. 	<p>Performing Arts For the students to:</p> <ul style="list-style-type: none"> use choreographic devices to organise dance sequences, and practice body actions and technical skills for our Year 4 performance. <p>Physical Education For the students to:</p> <ul style="list-style-type: none"> Apply running skills to cross country format Develop ball skills in Netball <p>Visual Arts For the students to:</p> <ul style="list-style-type: none"> experiment with the use of tin foil to cover their construction explore the use of texta markers in the coloration of our sea creature enhance our creative piece through the addition of tactile 	<ul style="list-style-type: none"> House Cross Country 7th May Mother's Day stall 8th May Mother's Day breakfast 9th May Year 4 Sport - Thursdays 9-10:40am Garden Growers - every Friday (on a rotation basis for Year 4s) begin date TBA. <p>Student Interests</p> <table border="1"> <tbody> <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></td> <td>World War II Markets</td> </tr> </tbody> </table>	Football	Golf	Basketball	Soccer	Science and mechanics	Table tennis	Craft	Swimming	Cricket	Recorder	Sewing	Netball	Tennis	Video Games	Dancing	Fashion		World War II Markets	<ul style="list-style-type: none"> Ongoing assessment of student learning (teachers examine samples of student work). Ongoing review of student personal goals Assessment Mathematics Addition and Subtraction Pre and Post Tests Running Records 	<ul style="list-style-type: none"> *History Expo *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 *History Immersion Experience (Melbourne Museum Excursion)
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<p>Physical/Health For the students to: VCHPEM100 Examine the benefits of physical activity and physical fitness to health and well being.</p>	<ul style="list-style-type: none"> • Class Meetings to start next week. <p><i>Reading</i> For the students to:</p> <ul style="list-style-type: none"> • to summarise stories by identifying the story plot structure • to recognise how characters are connected and therefore their purpose for being in the story. <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"> • Use different strategies in order to create exciting endings to our stories. • Peer edit their writing and seek areas for improvement <p>Subject Focus: History For the students to:</p> <ul style="list-style-type: none"> • Begin exploring the learning intentions • Research and find out what life was like for settlers, convicts and Indigenous Australians at first settlement 	<p>collage materials and a shadow box framing format</p> <p>Japanese For the students to:</p> <ul style="list-style-type: none"> • Practice our speaking and listening by doing our story at the beginning of the lesson. Continue to try and do it for at least 10 minutes with brain breaks • say time in Japanese and how to ask “what’s the time?’ ‘it’s ..o’clock’ • revise hiragana stroke order using reading books from last year. Test stroke order of characters. Use the ikana app for stroke recognition 	<table border="1"> <tr> <td data-bbox="1489 170 1697 457"> Animals (marine and other) Dinosaurs Gardening Cooking </td> <td data-bbox="1697 170 1905 457"> Building </td> </tr> </table>	Animals (marine and other) Dinosaurs Gardening Cooking	Building		
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