

STATEMENT OF INTENT: YEAR 3/4, BEAUMARIS PRIMARY SCHOOL				SUBJECT FOCUS: HISTORY		
<p>Commencement Date:</p> <p>Monday 6th May Term 2 Weeks 3 &amp; 4</p>	<p><b>Years 3/4 Teachers</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Mrs. Sam Robinson Ms. Chudleigh Mrs. Leonie Angelis &amp; Mrs. Karen Hebard</p> </div>			<p><b>Broad Statement</b></p> <p>Students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences and perspectives of an individual or group over time. They recognise the significance of events in bringing about change.</p>	<p><b>Key Learning Intentions</b></p> <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 who were the people that travelled to Australia, why did they settle here and what were their experiences</li> </ol>	
Developmental Domain Focus	Learning Outcomes	Specialist Learning Intentions	Immersion & Other Exposure, Concepts, Excursions, School events	Assessment & Reflection on Experiences	Learning Experiences	
<p><b>Emotional</b> For the students to: Identify behaviours which may influence the emotions of self and others, such as smiling.</p> <p><b>Social</b> For the students to: Develop inclusive practices which impact on others' emotions, such as 'invitation to join a group'</p> <p><b>Language</b> For the students to: Understand differences between the language of opinion and feelings.</p> <p><b>Cognitive/Thinking</b> For the students to: Set and monitor goals to develop new personal qualities, such as the ability to share.</p> <p><b>Physical/Health</b> For the students to: Explore strategies to manage physical, social and emotional change.</p>	<p><b>Mathematics</b> For the student to:</p> <ul style="list-style-type: none"> <li>● Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation</li> <li>● Add and subtract using vertical addition strategies with and without trading.</li> </ul> <p><b>English</b> <i>Spelling &amp; Grammar</i> For the students to:</p> <ul style="list-style-type: none"> <li>● Identify adverbs and use them to enhance persuasive writing</li> <li>● SWI-meaning, morphology, etymology, prefix, suffix, base.</li> </ul> <p><i>Speaking and Listening</i> For the students to:</p> <ul style="list-style-type: none"> <li>● Recognise the difference between formal and informal language</li> <li>● Listen carefully to instructions</li> </ul> <p><i>Reading</i> For the students to:</p> <ul style="list-style-type: none"> <li>● Be able to identify the main idea from a text</li> </ul>	<p><b>Performing Arts</b> For students to:</p> <ul style="list-style-type: none"> <li>● organise dance sequences, and practice body actions and technical movement skills.</li> <li>● respond to dance, expressing what we enjoy, and where and why people dance.</li> </ul> <p><b>Visual Arts</b> For students to: (Ms Fisk)</p> <ul style="list-style-type: none"> <li>● experiment with the use of tin foil to cover their construction</li> <li>● explore the use of texta markers in the coloration of our sea creature</li> <li>● enhance our creative piece through the addition of tactile collage materials and a shadow box framing format</li> </ul> <p>For students to: (Mrs Redlich)</p> <ul style="list-style-type: none"> <li>● use our modelling skills to make a Mother's day present</li> <li>● design and make a model of a dragon using self drying clay</li> </ul> <p><b>Japanese</b> For the students to:</p>	<ul style="list-style-type: none"> <li>● NAPLAN - Term 2 Week 5, Tuesday 14<sup>th</sup>- Thursday 16<sup>th</sup> May.</li> <li>● Mother's Day Stall - 8th May</li> <li>● Mother's Day Muffin and Coffee Cart morning Thursday 9th May 8.15am</li> <li>● Special Person's Day - 20th May</li> <li>● Education Week - 20th-24th May</li> <li>● CERES Excursion - 24th May</li> <li>● Queen's Birthday - 10th June</li> <li>● Expo – 18th June Time - 8:30-9:30am</li> <li>● Whole School Sustainability 'Change the World' weekly activities. 2:30pm Fridays</li> <li>● Whole School Assembly 3pm Fridays</li> <li>● Behind The News</li> </ul> <p><b>Student Interests</b></p> <ul style="list-style-type: none"> <li>- Basketball</li> <li>- iPad</li> <li>- Dogs</li> </ul>	<p>On-going assessment of student learning (teachers examine samples of student work).</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 Curriculum session</li> <li>*Mindfulness sessions</li> <li>*Library session with classroom teacher with the assistance of Mrs. Jones</li> <li>*ICT session with classroom teacher</li> <li>*Visual Arts with Ms Fisk</li> <li>*Performing Arts with Mrs Rothberg</li> <li>*Physical Education with Mr Lilburne</li> <li>*Japanese with Gall Sense</li> </ul>	

	<p><i>Handwriting</i> For the students to:</p> <ul style="list-style-type: none"> <li>● Build on cursive script writing skills</li> </ul> <p><i>Writing</i> For the students to:</p> <ul style="list-style-type: none"> <li>● Understand the Seven Steps of writing.</li> <li>● Understand the features of a persuasive text and how to use persuasive devices.</li> <li>● Create literary texts by developing storylines, characters and setting</li> </ul> <p><b>ERP:</b> For the students to:</p> <ul style="list-style-type: none"> <li>● Investigate and develop their interests for their subject focus this term.</li> </ul> <p><b>ICT:</b> For the students to:</p> <ul style="list-style-type: none"> <li>● Further develop their skill in a range of programs in relation to the subject focus.</li> </ul>	<ul style="list-style-type: none"> <li>● celebrate kodomonohi and the boys to dress in traditional costume May 5th</li> <li>● read and write the hiragana alphabet. All students to receive their hiragana booklet and learn the first 10 characters a-ko this week. Use the zen brush on the ipads to practise writing the characters</li> <li>● Practice our speaking and listening by creating stories at the beginning of the lesson</li> </ul> <p><b>PE</b></p> <ul style="list-style-type: none"> <li>● Practise and refine fundamental movement skills in different movement situations in indoor and outdoor settings</li> <li>● Perform movement sequences that link fundamental movement skills for sport skills</li> <li>● Adopt inclusive practices when participating in physical activities</li> <li>● Apply innovative and creative thinking in solving movement challenges</li> </ul>	<ul style="list-style-type: none"> <li>- Beach</li> <li>- Drums</li> <li>- Soccer</li> <li>- Music</li> <li>- Harry Potter</li> <li>- Tennis</li> <li>- Insects</li> <li>- Batman</li> <li>- Dancing</li> <li>- Minecraft</li> <li>- Cricket</li> <li>- Footy</li> <li>- Space</li> <li>- Reading</li> <li>- Holidays</li> <li>- Surfing</li> <li>- Baking</li> <li>- Drawing</li> <li>- Painting</li> <li>- Swimming</li> <li>- Karate</li> </ul>		
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