

STATEMENT OF INTENT: YEAR 3 BEAUMARIS PRIMARY SCHOOL					
Year 3 Teachers Samantha Robinson Peter Jarvis Leonie Angelis Karen Hebard	Term 4 Weeks 7 and 8	HEALTH The big question: How might we promote healthy living choices in our community? Our goal this term is to understand and explore a range of strategies that maintain health and wellbeing.			
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: display a strong sense of gratitude, empathy and resilience Social For the students to: learn the importance of perspective taking. To know and understand others well enough to know what to say and what not to say. Language For the students to: read frequently with a goal of learning about something of interest and expand vocabulary Cognitive/Thinking For the students to: think independently and improve decision making skills Physical/Health For the students to: acknowledge the importance of and to build on their physical health and well being	MATHEMATICS Chance Conducting repeated trials of chance experiments such as tossing a coin or drawing a ball from a bag and identifying the variations between trials Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (VCMSP147) Mental Strategies Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (VCMNA133) Recall multiplication facts of two, three, five and ten and related division facts (VCMNA134) ENGLISH Reading For the students to: <ul style="list-style-type: none"> use comprehension reading strategies whilst reading independently. Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246) Draw connections between personal experiences and the worlds of texts, and share responses with others (VCELT251) Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (VCELT253)	JAPANESE We are learning to: <ul style="list-style-type: none"> listen to the Ninja play and try out for parts and make shuriken practice the ninja play and rehearse ready to be recorded next week act out and film the ninja play, then watch in class PERFORMING ARTS Learning Intentions: We are learning to rehearse and perform dances communicating our ideas we have learnt and/or created for an audience. Success Criteria: I can perform my "Crazy Boot" dance piece for an audience. PHYSICAL EDUCATION We are learning to: <ul style="list-style-type: none"> Practice striking skills in cricket Develop game play and movement skills ART Week 7 <ul style="list-style-type: none"> WALT sew our soft toys SC: I can use different stitches to sew my soft toy Week 8 <ul style="list-style-type: none"> WALT add features to our soft toys SC: I can sew buttons/beads/sequins onto my soft toy SC: I can sew smaller felt shapes onto my soft toy 	EPIC – Digital Library for Kids (resource for home reading) Yoga sessions – Weeks 1,3,5,7,& 9	On-going collection and assessment of student work samples. Fountas and Pinnell Reading Assessment - ongoing Weeks 5,6 &7	* Behind The News (ABC news program for students looking at current issues and events around the world) * Resilience Project * Mindfulness sessions * Visual Arts with Miss Palermo * Performing Arts with Mrs Rothberg * Physical Education with Mr Lilburne * Japanese with Gall Sensei * Intervention program with Meg McSwain *Year 3 Spelling Groups including a group working with Meg McSwain Tuesdays beginning Week 4 *Year 3 Maths Groups Fridays beginning Week 4 *Mathletics *Reading Eggs

	<p><i>Writing</i> For the students to:</p> <ul style="list-style-type: none"> • understand the purpose, structure and language features of a persuasive text • write a persuasive text <p>Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences (VCELA246) Understand that paragraphs are a key organisational feature of written texts (VCELA259) Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (VCELA277) Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (VCELA290) Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (VCELY299) Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose (VCELY266)</p> <p><i>Grammar</i> For the students to:</p> <ul style="list-style-type: none"> • understand the major grammatical features of persuasive texts. <p>Examine how evaluative language can be more or less forceful (VCELA272) Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273) Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)</p> <p><i>Spelling/Vocabulary</i> For the students to:</p> <ul style="list-style-type: none"> • use MSL and SWI spelling strategies • inquire and build an interest in words • use personal dictionary to assist with spelling • confidently use a dictionary for meanings and spelling assistance • use a thesaurus <p>Understand how to use letter–sound relationships</p>				
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	<p>and less common letter combinations to spell words (VCELA263)</p> <p><i>Handwriting</i> For the students to:</p> <ul style="list-style-type: none"> • write using joined cursive script • improve posture and pencil grip <p>Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size (VCELY268)</p> <p><i>Speaking and Listening</i> For the students to:</p> <ul style="list-style-type: none"> • actively listen and respond during class discussions <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275) Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276)</p> <p>SUBJECT FOCUS: Health For the students to: For the students to:</p> <ol style="list-style-type: none"> 1. Explore the importance of being healthy, safe and active. 2. Understand and recognise the importance of physical, social and mental health. 3. Contribute to a healthy school and community environment. <p>Week 7 What is emotional health? Week 8 Students to begin Health project</p> <p>Identify and practise strategies to promote health, safety and wellbeing (VCHPEP091)</p> <p>ICT: Coding Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques (VCDSCD029) Plan a sequence of production steps when making designed solutions (VCDSCD032)</p>				
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