

STATEMENT OF INTENT: YEAR 3 BEAUMARIS PRIMARY SCHOOL					
<b>Year 3 Teachers</b>  Samantha Robinson Peter Jarvis Leonie Angelis Karen Hebard	<b>Term 1</b> <b>Weeks 8 &amp; 9</b>	<b>SUBJECT FOCUS: Design and Technologies</b> <b>Big question:</b> How might we design our indigenous garden? <b>Learning Intentions:</b> <ol style="list-style-type: none"> <li>1. Create a range of ideas in response to a simple design brief</li> <li>2. Use labelled sketches to communicate a design</li> <li>3. Identify materials and the main steps needed to create products</li> <li>4. Assess how the product meets the requirements</li> </ol>			
Developmental Domain Focus	Learning Outcomes (State/National Framework)	Specialist Learning Intentions	Immersion & Other Exposure, Concepts, Excursions, School events	Assessment & Reflection on Experiences	Learning Experiences
<b>Emotional</b> For the students to: be enthusiastic and work hard to develop a skill  <b>Social</b> For the students to: co-operate in group settings  <b>Language</b> For the students to: use interesting vocabulary  <b>Cognitive/Thinking</b> For the students to: ask questions until they have enough information to form a conclusion  <b>Physical/Health</b> For the students to: understand the importance of washing hands	<b>MATHEMATICS</b> <u>Place Value</u> For the student to: <ul style="list-style-type: none"> <li>• recognise, model, represent and order numbers to at least 10 000</li> <li>• Efficient mental maths strategies for addition, subtraction and multiplication</li> <li>• Revise Place Value concepts for the term</li> </ul> Weekly differentiated multiplication quiz.  Naplan styles questions.  <b>ENGLISH</b> <u>Reading</u> For the students to: <ul style="list-style-type: none"> <li>• listen to, read, discuss and write about their connections and understandings of a text</li> <li>• Familiarization with Naplan style reading task</li> </ul> <u>Writing</u> For the students to: <ul style="list-style-type: none"> <li>• use the <i>Seven Steps</i> strategies when writing texts</li> <li>• understand the purpose, structure and language features of the <i>persuasive text</i> type</li> <li>• write a persuasive text that clearly illustrates point of view with supporting arguments</li> <li>• Naplan style writing task</li> </ul>	<b>JAPANESE</b> We are learning to: <ul style="list-style-type: none"> <li>• revise songs, self-introductions and practice with each other in the classroom. Load onto seesaw for self and peer assessment.</li> <li>• Reflect on our progress throughout the Term.</li> </ul> <b>PERFORMING ARTS</b> We are learning to: <ul style="list-style-type: none"> <li>• rehearse our dance sequences for our performance song for Japanese/Australia Day.</li> <li>• identify features of the music we listen to, compose and perform, and discuss the purposes it was created for using music terminology.</li> </ul> <b>PHYSICAL EDUCATION</b> We are learning to: <ul style="list-style-type: none"> <li>• Practice striking skills in cricket</li> <li>• Develop game play and movement skills</li> </ul> <b>ART</b> For the students to: <ul style="list-style-type: none"> <li>• Select appropriate colours to paint our designs</li> <li>• Display, respond and reflect upon our artworks</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Fundamental Motor Skills (FMS) – Community Centre oval 2:20-3:10pm Mondays (dependent on weather and subject to change for other reasons)</li> <li>• Whole School Sustainability ‘Change the World’ weekly activities Friday 2:30pm</li> <li>• Harmony Day Friday 20<sup>th</sup> March School photos Monday 23<sup>rd</sup> March</li> <li>• Easter Bonnet Parade Thursday 26<sup>th</sup> March</li> <li>• End of school term Friday 27<sup>th</sup> March 2:30pm</li> </ul>	Teachers examine samples of student work and online test results.  Ongoing review of student personal goals.  SWST & Fountas and Pinnell where needed.	<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 around the world)</li> <li>* Listening to class novel</li> <li>* Silent reading sessions</li> <li>* Resilience Project</li> <li>* Mindfulness sessions</li> <li>* Library session with classroom teacher with the assistance of Ellie Hilton</li> <li>* ICT devices used in a range of curriculum areas</li> <li>* Visual Arts with Miss</li> <li>* Performing Arts with Mrs Rothberg</li> <li>* Physical Education with Mr Lilburne</li> <li>* FMS with classroom teachers</li> <li>* Japanese with Gall Sensei</li> <li>* Spelling Groups (Term 2)</li> <li>* Maths Groups</li> <li>* Homework – fortnightly</li> </ul>

	<p><i>Grammar</i> For the students to:</p> <ul style="list-style-type: none"> <li>• use capital letters and full stops correctly</li> <li>• Identify and use past and present tense</li> <li>• Naplan style questions</li> </ul> <p><i>Spelling/Vocabulary</i> For the students to:</p> <ul style="list-style-type: none"> <li>• focus on MSL and SWI spelling strategies</li> <li>• inquire and build an interest in words</li> <li>• &lt;ge&gt; or &lt;dge&gt; edge &amp; review</li> <li>• Naplan style questions</li> <li>• use personal dictionary to assist with spelling</li> </ul> <p><i>Handwriting</i> For the students to:</p> <ul style="list-style-type: none"> <li>• focus on correct use of dotted thirds</li> <li>• focus on correct letter formation for upper and lower case letters</li> </ul> <p><i>Speaking and Listening</i> For the students to:</p> <ul style="list-style-type: none"> <li>• actively listen and respond during classroom discussions</li> <li>• listen and respond to class novel</li> <li>• Present homework task</li> </ul> <p><b>SUBJECT FOCUS: Design and Technologies</b> For the students to:</p> <ul style="list-style-type: none"> <li>• use their knowledge of indigenous plants to design a garden area</li> </ul>				<p>* Intervention program with Meg McSwain</p>
--	---	--	--	--	--