

STATEMENT OF INTENT: YEAR 4, BEAUMARIS PRIMARY SCHOOL		SUBJECT FOCUS: Civics and Citizenship					
Commencement Date: Monday 16th March, 2020 Term 1, Weeks 8 & 9	Year 4 Teachers Miss Tayla Corrigan- 4C Miss Katherine Geake - 4G Miss Mikaela Redlich - 4R	Broad Statement BIG QUESTION – How can we improve our local community? Students explain how decisions can be made democratically and the role of local government. They recognise the importance of rules and distinguish between rules and laws. They describe how people participate in their community as active citizens and factors that shape a person’s identity and sense of belonging.		Key Questions: How are decisions made democratically? How can local government contribute to community life? Why do we make rules and laws and why are they important? How has my identity been shaped by the groups to which I belong?			
Developmental Domain Focus	Learning Outcomes	Specialist Learning Intentions	Immersion, Excursions, School events		Assessment & Reflection on Experiences		
Social For the students to: build on relationship development by recognising how actions (kind and unkind) can affect others’ feelings Emotional For the students to: reflect on self, strengths and challenges Language For the students to: be aware of their language online Cognitive For the students to: explore the ability to take the perspective of others’ and understand someone else’s feelings Physical For the students to: be aware of how they move around our environment	Mathematics For the students to: <i>Number:</i> <ul style="list-style-type: none"> ☒ Select and trial methods for data collection, including survey questions and recording sheets ☒ Create data displays, with and without the use of digital technologies, from given or collected data ☒ Post assessment for place value ☒ Find and practice efficient ways of multiplying numbers together. English For the students to: <i>Speaking and Listening:</i> <ul style="list-style-type: none"> – Understand differences between the language of opinion and feeling and the language of factual reporting or recording <i>Reading:</i> <ul style="list-style-type: none"> – Read text as the author would say it, conveying the meaning or feeling – Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques <i>Writing:</i> <ul style="list-style-type: none"> – Create imaginative texts by developing storylines, characters and settings – Use tightening tension to build suspense in our writing – Create dynamic dialogue between characters 	Performing Arts For the students to: <ul style="list-style-type: none"> • identify features of the music we listen to, compose and perform, and discuss the purposes it was created for using music terminology. • reflect on our progress. Physical Education For the students to: <ul style="list-style-type: none"> • Practice striking skills in cricket • Develop game play and movement skills Visual Arts For the students to: <ul style="list-style-type: none"> • Display, respond and reflect upon our artworks • Experiment with a variety of mediums to represent our individuality and personal likes Japanese For Students to: <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) 	<ul style="list-style-type: none"> • Friday 20th Harmony Day • Friday 20th National Day Against Bullying • Monday 23rd School Photo Day • Thursday 26th Easter Assembly • Saturday 28th School Holidays begin Student Interests <table border="1" style="width: 100%;"> <tr> <td>Basketball Local issues in the community Sustainability Technology A Series of Unfortunate Events Football Science and mechanics Craft Cricket Sewing Tennis Dancing Animals (marine and other) Gardening Cooking Drawing</td> <td>Star Wars Harry Potter Golf Soccer Table tennis Swimming Recorder Netball Video Games Fashion World War II Markets Building</td> </tr> </table>	Basketball Local issues in the community Sustainability Technology A Series of Unfortunate Events Football Science and mechanics Craft Cricket Sewing Tennis Dancing Animals (marine and other) Gardening Cooking Drawing	Star Wars Harry Potter Golf Soccer Table tennis Swimming Recorder Netball Video Games Fashion 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 • Essential Assessment Mathematics Place Value Pre and Post Tests 	*BYOD program *Focus Students *Tuning-in & reflection times *Circle Time *Class Meetings *Behind The News *Silent reading *Resilience Project *Mindfulness *Library *Visual Arts *Performing Arts *Physical Education *Japanese with Gall Sensei
Basketball Local issues in the community Sustainability Technology A Series of Unfortunate Events Football Science and mechanics Craft Cricket Sewing Tennis Dancing Animals (marine and other) Gardening Cooking Drawing	Star Wars Harry Potter Golf Soccer Table tennis Swimming Recorder Netball Video Games Fashion World War II Markets Building						

	<p>Spelling:</p> <ul style="list-style-type: none"> – Practice any words identified as incorrect, within their own writing. – Revise: diphthongs <ou> <ow> and long vowel /i/ as <igh> – Continue to understand and apply the key morphological concepts and terms: base, prefix, suffix, word sum, grapheme and phoneme – Understand the underlying structure of words through the orthographic word sum <p>Subject Focus: For the students to:</p> <ul style="list-style-type: none"> – Identify how and why decisions are made democratically in communities – Identify features of government and law and describe key democratic values – Identify issues in our local community 	<p>は。nameです(desu)、。さいです(..sai desu)、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、好きなたべものは(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</p> <ul style="list-style-type: none"> • revise songs, self-introductions and practice with each other in the classroom. Load onto seesaw for self and peer assessment. • Reflect on our progress throughout the Term. 			
--	--	--	--	--	--