

STATEMENT OF INTENT: YEAR 4, BEAUMARIS PRIMARY SCHOOL				SUBJECT FOCUS: History																							
<p>Commencement Date: Monday 3rd June 2019</p> <p>Term 2, Weeks 7 & 8</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 What it means to be Australian 	<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</p>	<p>Mathematics For the students to:</p> <ul style="list-style-type: none"> For students to create a map and list of directions which leads to a specific location. For students to learn their multiplication facts off by heart <p>English <i>Language Conventions</i></p> <p><i>Spelling</i> For the students to:</p> <ul style="list-style-type: none"> Work with their spelling group focussing on MSL and SWI strategies. Focus on different word blends and spelling strategies. Different learning intentions for each group) practise their personalised bank of words. <p><i>Speaking and Listening</i> For the students to:</p> <ul style="list-style-type: none"> project their voice when speaking 	<p>Performing Arts For the students to:</p> <ul style="list-style-type: none"> rehearse and perform songs and dances we have learnt and composed, shaping elements of music to communicate ideas to an audience. identify how the elements of dance and production elements express ideas in dance we make, perform and view. <p>Physical Education For the students to:</p> <ul style="list-style-type: none"> Apply movement skills to athletics events <p>Visual Arts</p> <ul style="list-style-type: none"> For the students to: explore the process of colour mixing with particular attention to the use of white in the creation of tints 	<ul style="list-style-type: none"> Year 4 Performance Evening Thursday 20th June Garden Growers - every Friday (on a rotation basis for Year 4s) begin date TBA. <p>Student Interests</p> <table border="1"> <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>Animals (marine and other)</td> <td>World War II</td> </tr> <tr> <td>Dinosaurs</td> <td>Markets</td> </tr> <tr> <td></td> <td>Building</td> </tr> </table>	Football	Golf	Basketball	Soccer	Science and mechanics	Table tennis	Craft	Swimming	Cricket	Recorder	Sewing	Netball	Tennis	Video Games	Dancing	Fashion	Animals (marine and other)	World War II	Dinosaurs	Markets		Building	<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. Writing moderated piece. Essential Assessment testing on Number & Algebra, Measurement & Geometry, and Statistics & Probability. 	<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>a given situation or problem and consider the effect of pre established preferences</p> <p>Physical/Health For the students to: VCHPEM100 Examine the benefits of physical activity and physical fitness to health and well being.</p>	<p>to the class during circle time or class meetings.</p> <p><i>Reading</i> For the students to:</p> <ul style="list-style-type: none"> understand and answer informational texts. use clues and prior knowledge to make inferences, in order to answer questions. <p><i>Handwriting</i> For the students to:</p> <ul style="list-style-type: none"> revise word families. work towards gaining their pen licence. <p><i>Writing</i> For the students to:</p> <ul style="list-style-type: none"> Recognise the different parts of speech that can make up a sentence. recognise meaningful vocabulary that we can use in our own writing. To write a sentence that follows a specific format. <p>Subject Focus: History For the students to:</p> <ul style="list-style-type: none"> Prepare for their ERP for their response to the big question “What does it mean to be Australian?”. Use appropriate research skills to support them in answering the big question. 	<ul style="list-style-type: none"> be introduced to such painting concepts as: cleaning brushes brush sizes palette base colours colour ratios e.g. 3:1 Does the lighter or the darker colour go in palette first? explore the application of paint whilst verbalizing said processes e.g. dripping, stroking, smoothing, jabbing, dribbling, dabbing colour on top, mixing <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 Revise hiragana stroke order and character recognition of words using Hiragana booklets(na-ho) and ikana app Role play asking the time in Japanese ‘sumimasen –hai ‘ima nanji desu ka? ‘ima wa ...desu ‘arigatou ‘dou itashimashite’ Create on puppets pals and send to seesaw to share with the class create a booklet about their day using the greetings, good morning, hello, good bye, good night, good evening, thanks for the food we’re about to eat and the times these might all occur. 	<table border="1"> <tr> <td data-bbox="1486 170 1700 296">Gardening Cooking</td> <td data-bbox="1700 170 1905 296"></td> </tr> </table>	Gardening Cooking			
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