

Term 3

3/4 Learning Intentions - Week 1& 2

For the students to:

Emotional

Establish routines at home and within the learning spaces to minimise anxiety.

Build their confidence and independence at school after the support they have had at home.

Social

Reconnect with peers through 'Teambuilding' activities.

Share information and ideas and negotiate in collaborative situations.

Language

Recall vocab previously used to create new phrases relevant to 'return to school'.

Can I (insert action verb) with you?

Posso mangiare con te? (eat)

Posso bere con te? (drink)

Posso andare la con te? (go there)

Posso giocare con te? (play)

Posso lavorare con te? (work)

Posso disegnare con te? (draw)

Cognitive/Thinking

Using Debono's Hats of Red (Feelings) and Yellow (Positive), reflect on home online learning and use strategies they have learned at home in the school environment.

Physical/Health

Combine movement skills developed in order to complete tasks.

Connect with peers through movement.

Work cooperatively as a team.

P.B.L (Problem Based Learning)

Brainstorm ways in which to solve problems.

Collaborate with peers to solve a variety of open-ended tasks.

Religious Education

Build upon their relationship with self, others & God.

Numeracy

Year 3:

Partitioning, rearranging and regrouping numbers.

Recognise, model, represent and order numbers to at least 10 000.

Odd and Even Numbers.

Recall addition and subtraction number facts.

Recall multiplication facts of two, three, five and ten and related division facts.

Year 4:

Number sequences involving multiples of 3, 4, 6, 7, 8, and 9

Apply place value to partition, rearrange and regroup numbers to at least tens of thousands.

Odd and Even Numbers.

Recall multiplication facts up to 10×10 and related division facts.

Develop efficient mental and written strategies and use appropriate digital technologies for addition, subtraction, multiplication and division.

Literacy

Speaking and Listening:

Use active listening to practice turn-taking when contributing to group discussions.

Listen to, remember, and follow directions with multiple steps.

Actively participate in a conversation by listening and looking at the person speaking.

Reading:

Discuss the difference between a closed and an open-ended question.

Closed Question - yes or no answer or only one answer could be correct.

Open-ended question - could have multiple answers and varying levels of depth depending on how the reader interprets

Pose questions before, during, and after reading a text.

Identify questions during reading engages the reader, provides a purpose, and clarifies the meaning.

Read, listen, and engage with 2020 Book Week Text.

Writing:

Identify the purpose of and develop 'Letter Writing' structure (refer to checklist)

Use the structure of the sentence for both simple and compound sentences (Subject/noun/verb/adverb/ conjunction)

Use common & sophisticated connective throughout the written piece.

Revise and practice joined writing.

Spelling:

Graph /e/ making the sound "eh" as in garden

Prefix "dis-" meaning away or negative