

Term 3

3/4 Learning Intentions - Week 5 & 6

For the students to:

Emotional

Identify sources of help when they are experiencing a range of problems
Take reasonable risks & show persistence and adaptability when faced with challenging situations
Identify how having a growth mindset can help achieve goals

Social

Accept and work cooperatively with others

Language

Listen to and respond to peers and teachers using phrases, actions and new vocab in Italian.

Cognitive/Thinking

Investigate different techniques to sort facts

Physical/Health

For the students to learn a choreographed dance routine

P.B.L (Problem Based Learning)

Continue working through the PBL process to answer big question: 'How does our environment support the lives of people, animals, and living things?'

Step 1: Identify a problem relating to the big question.

Step 2: Investigate a problem related to the big question

Step 3: Design a product/ way to present information in order to solve the problem

Religious Education

Explain how Catholic Social Teaching may inform decision-making (Dignity of the Human Person)

Year 4:

Prepare for the Sacrament of First Reconciliation by reflecting on what it means to forgive and to be forgiven

Prepare for the Sacrament of First Eucharist by identifying the significance of the main parts of Mass (Introductory Rite; Liturgy of the Word; Liturgy of the Eucharist; Concluding Rites)

Numeracy

Location

Year 3: Create and interpret simple grid maps to show position and pathways

Year 4: Use simple scales, legends and directions to interpret information contained in basic maps

Fractions

Year 3: Model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$ and their multiples to a complete whole

Locate and represent fractions on a number line

Year 4: Count by quarters, halves and thirds, including with mixed numerals and represent them on a numberline

Convert mixed numbers to improper fractions

Investigate equivalent fractions

Recognise that the place value system can be extended to tenths and hundredths

Literacy

Reading

For the students to:

Understand and describe characteristics of non-fiction genres, including expository non-fiction, narrative non-fiction, biography, autobiography, memoir, procedural text and hybrid text

Read parts of a script with expression

Notice full stops, quotation marks, commas, exclamation marks and question marks and reflect them with their voice

Read orally and perform with appropriate phrasing, pausing, intonation, word stress and rate

Writing

For the students to:

Conduct research to gather appropriate information.

Write events in chronological order.

Identify and explain cause and effect.

Identify why and when to use paragraphs.

Spelling

For the students to:

REVISION **Week 5 Digraph:** /ou/ making the sound 'eh' as in the word 'famous'.

Week 6 Digraph: /or/ making the sound "eh" as in 'doctor'

Speaking and Listening

For the students to:

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations