

Term 4

3/4 Learning Intentions – Week 5,6&7

For the students to:

Emotional

Identify the differences between the positive and negative strategies that we use to regulate our emotions. ('Thinking Hats')

Social

Identify the reasons it is important to be a good friend.
Explore strategies to deal with difficult situations in friendships.

Language

Present ideas and opinions to an audience on a topic in an appropriate and organised manner to the context.

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

Pose questions and identify, clarify, and organise information and ideas.

Physical/Health

Combine the elements of effort, space, time, objects, and people when performing movement sequences in basketball.

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

Reflect on the importance of forgiveness and reconciliation, nationally, communally and personally.

Identify and recall the symbols and rituals of the Mass.

Discuss why Catholics celebrate the Mass.

Numeracy

Data

Year 3:

Interpret and compare data displays.

Year 4:

Evaluate the effectiveness of different displays in illustrating data features including variability.

Chance

Year 3:

Conduct chance experiments, identify and describe possible outcomes and recognise variation in results.

Year 4:

Describe possible everyday events and order their chances of occurring.

Identify events where the chance of one will not be affected by the occurrence of the other.

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:

Pose an open-ended question related to a text to provide clarity and meaning.

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

Respond to text using prior knowledge and evidence from the text.

Use clues from the text to support responses.

Identify common & sophisticated connective in a text.

Identify a compound and a complex sentence in a text.

Identify persuasive language in a text.

Writing:

Collect personal seeds for Writer's Notebook.

Unpack personal seeds by identifying; what they see, think, and wonder.

List text types, title, purpose, and audience from 'seed'.

Use the correct sentence structure for both simple and compound sentences.

Construct compound and complex sentences in written pieces (Yr 4)

Use common & sophisticated connective in written pieces.

Revise and practice joined writing.

Revisit and Unpack the C.U.P.S. strategy when editing work.

Spelling:

Explore the

Week 5: Graph: /a/ making the sound 'a' as in ant

Week 6: Graph: /p/ making the sound 'p' as in panda

Week 7: Prefix 'pro' meaning supporting or forward

Prefix 'anti' meaning against