

# Term 4

## 3/4 Learning Intentions - Week 8 & 9

For the students to:

### *Emotional*

Identify how emotions can affect the decisions we make.

Reflect and describe the personal strengths we have and how these can determine the decisions we make.

### *Social*

Identify the influences for decision making and the consequences of making these decisions.

### *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*

Consider different points of view when making decisions.

### *Physical/Health*

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

### *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*

Year 3

Build upon their relationship with God, Self and Others.

Listen and respond to scripture passages that depict Jesus' relationship with His people.

Year 4

Reflect on the importance of forgiveness and Reconciliation.

Identify and recall the symbols and rituals of the Eucharistic Mass.

## Numeracy

Shape

Level 3:

Make models using three-dimensional objects and describe their key features.

Level 4:

Make models using three-dimensional objects and describe their key features.

Compare the areas of regular and irregular shapes using informal units of measurement.

Explain and compare the sizes, shapes, positions angles and dimensions of two-dimensional shapes and three-dimensional objects

Money

Level 3:

Represent money values in multiple ways.

Calculate and count the change required for simple money transactions. (to the nearest five cents)

Level 4:

Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies.

## 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:

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:

Week 8: Common errors based on /r/ as is rain

/rr/ as in cherry and /wr/ as in wrist

Week 9: Common errors based on /n/ as is net

/nn/ as in dinner and /kn/ as in knee