


Year Level: 6	Term 3, Week 5 and 6			
Developmental domain objectives	Learning objectives	Children's interests	Staff/School/Community interests	Learning experiences
<p><b>Emotional</b> For the students to:</p> <ul style="list-style-type: none"> <li>Participate in circle time activity: Saying No</li> <li>Participate circle time activity: In every situation we have a choice on how to behave and how to react.</li> <li>Participate in smiling mind sessions</li> </ul> <p><b>Social</b> For the students to:</p> <ul style="list-style-type: none"> <li>Engage in respectful conversations</li> <li>Behave in an appropriate manner in the school yard</li> <li>Use appropriate language at all times</li> </ul> <p><b>Language</b> For the students to:</p> <ul style="list-style-type: none"> <li>Use scientific terminology when making observations and conclusions</li> <li>Use clear and concise language when writing instructional text</li> </ul> <p><b>Cognitive/Thinking</b> For the students to:</p> <ul style="list-style-type: none"> <li>Brainstorm how they would like to be remembered and create a 'Remember Me As' wall to showcase this.</li> </ul> <p><b>Physical/Health</b> For the students to:</p> <ul style="list-style-type: none"> <li>Improve their overall fitness level by attending running club sessions before school</li> </ul>	<p><b>Maths</b> For the students to:</p> <ul style="list-style-type: none"> <li>Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies</li> <li>Multiply and divide decimals by powers of 10</li> </ul> <p><b>English</b> For the students to:</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Continue Literature Circle rotations</li> <li>Use the CAFÉ expanding vocabulary strategy: Use prior knowledge and context to predict and confirm meaning</li> <li>Use the CAFÉ comprehension strategy: Make and adjust predictions; use text to confirm</li> </ul> <p><b>Writing: Procedural Text Type</b></p> <ul style="list-style-type: none"> <li>Follow the writing process and begin independent writing of a procedural text</li> <li>Big Write (assessment for procedural text type)</li> <li>Begin decoding Poetry focussing on the structure of different types of poems</li> <li>Personal Writing: Days of the Week</li> <li>Personal Writing: Dis Moment: What are you grateful for?</li> <li>Use collective nouns correctly in their writing pieces</li> <li>Focus on editing their writing for spelling and punctuation</li> </ul> <p><b>VOICES</b></p> <ul style="list-style-type: none"> <li>(C) Add punctuation marks to show where to stop or pause</li> <li>(I) Think of ideas to add or improve a text when editing</li> </ul> <p><b>Speaking and Listening:</b> For the students to focus on the following strategies:</p> <ul style="list-style-type: none"> <li>I can ask questions to clarify my understanding</li> <li>I can listen for specific purposes and information including instruction</li> </ul> <p><b>Science</b> For the students to:</p> <ul style="list-style-type: none"> <li>Link their interest to the learning intention/s and complete their ERP proposal form</li> <li>Begin researching information and planning for their ERP</li> </ul> <p><b>ICT</b> For the students to:</p> <ul style="list-style-type: none"> <li>Begin creating a stop motion animation demonstrating a scientific skill/s</li> </ul> <p><b>Sport</b> For the students to:</p> <ul style="list-style-type: none"> <li>Improve their overall fitness level by attending running club sessions before school</li> </ul>	<p>Cooking Sports Books Craft Music Travel Space Video Games Food Science Jokes Colouring Family Movies Technology Animals Beach</p>	<p><b>Diary Dates</b> 18<sup>th</sup> August Coffee Cart 21<sup>st</sup>-25<sup>th</sup> August Book Week 21<sup>st</sup>-24<sup>th</sup> August Book Fair 21<sup>st</sup> August Sushi Lunch</p>	<ul style="list-style-type: none"> <li>Independent writing using the writing process and conferences</li> <li>Spelling: LSCWC (Look, Say, Cover, Write, Check)</li> <li>Spelling activities: exploring visual, meaning, phonetic, morphemic and historical knowledge of words</li> <li>ERP proposals and research</li> <li>Class Novel, Guided Reading, Reading Response, Language Conventions, BrainBank, CARS (Comprehension Achieve Reading Success), Reading Conferences and CAFÉ (Comprehension, Accuracy, Fluency &amp; Expanded Vocabulary)</li> <li>Class Meetings</li> <li>Behind the News (ABC)</li> </ul>