


Year Level: 6	Term 3, Week 9 and 10			
Developmental domain objectives	Learning objectives	Children's interests	Staff/School/Community interests	Learning experiences
<p>Emotional For the students to:</p> <ul style="list-style-type: none"> Participate in circle time activity: Saying No Participate circle time activity: In every situation we have a choice on how to behave and how to react. Participate in Smiling Mind sessions <p>Social For the students to:</p> <ul style="list-style-type: none"> Engage in respectful conversations Behave in an appropriate manner in the school yard Use appropriate language at all times <p>Language For the students to:</p> <ul style="list-style-type: none"> Use scientific terminology when making observations and conclusions Use clear and concise language when writing instructional text <p>Cognitive/Thinking For the students to:</p> <ul style="list-style-type: none"> Write about how they would like to be remembered and create a 'Remember Me As' wall to showcase this. <p>Physical/Health For the students to:</p> <ul style="list-style-type: none"> Improve their overall fitness level by participating in production rehearsals and performances 	<p>Maths For the students to:</p> <ul style="list-style-type: none"> Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies Multiply and divide decimals by powers of 10 Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies <p>English For the students to:</p> <p>Reading:</p> <ul style="list-style-type: none"> Continue Literature Circle rotations Use the CAFÉ comprehension strategy: Determine and analyse author's purpose and support with text <p>Writing:</p> <ul style="list-style-type: none"> Personal Writing: Days of the Week Personal Writing: Dis Moment: What are you grateful for? Personal Writing: Remember Me As: Write about how they would like to be remembered and create a wall display to showcase this. Create a figurative language display for the classroom and add to it each day. Identify alliterations and similes within written text. <p>Speaking and Listening: For the students to focus on the following strategies:</p> <ul style="list-style-type: none"> I can express my opinion on a topic I can participate in and fulfil my role/s in the Shrek production <p>ICT For the students to:</p> <ul style="list-style-type: none"> Create a stop motion animation demonstrating a scientific skill Attend video editing workshops to focus on camera angles and film editing <p>Sport For the students to:</p> <ul style="list-style-type: none"> Improve their overall fitness level by participating in production rehearsals and performances 	<p>Cooking Sports Books Craft Music Travel Space Video Games Food Science Jokes Colouring Family Movies Technology Animals Beach</p>	<p>Diary Dates 11th September Whole day Dress Rehearsal for Shrek production</p> <p>13th and 14th September Shrek production evening performances</p> <p>15th September Hall clean up and pack up after Shrek production</p> <p>22nd September BFAC Drive in Movie night</p>	<ul style="list-style-type: none"> Independent writing using the writing process and conferences Spelling: LSCWC (Look, Say, Cover, Write, Check) Spelling activities: exploring visual, meaning, phonetic, morphemic and historical knowledge of words ERP proposals and research Class Novel, Guided Reading, Reading Response, Language Conventions, BrainBank, CARS (Comprehension Achieve Reading Success), Reading Conferences and CAFÉ (Comprehension, Accuracy, Fluency & Expanded Vocabulary) Class Meetings Behind the News (ABC)