

STATEMENT OF INTENT: YEAR 6, BEAUMARIS PRIMARY SCHOOL		SUBJECT FOCUS: Health			
<b>Term 4 : Weeks 5 and 6</b> <b>Commencing Date:</b> 6 <sup>th</sup> November 2017		<b>Teaching Team:</b> <ul style="list-style-type: none"> <li>Lauren Cooper</li> <li>Kirsten Costello</li> <li>Tom Prendergast</li> </ul>	<b>Broad Sentence:</b> Our goal for you this term is to expand your knowledge and understanding of civics and citizenship in the following areas <b>Learning Intentions:</b> <ol style="list-style-type: none"> <li>Plan and practice strategies that promote good health</li> <li>Investigate preventive health strategies that promote health, safety and wellbeing for individuals and their communities</li> <li>Research community resources that assist health, safety and wellbeing</li> <li>Explore how individuals are influenced by people and places</li> <li>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours</li> </ol>		
Developmental Domain Focus	Learning Outcomes (State/National Framework)	Specialist Learning Intentions	Immersion & Other Exposure, Concepts, Excursions, School events	Learning Experiences	
<b>Emotional</b> For the students to: <ul style="list-style-type: none"> <li>Participate in circle time activities focused on individual emotions</li> <li>Participate in circle time activities focused on trust</li> <li>Participate in smiling mind sessions</li> </ul> <b>Social</b> For the students to: <ul style="list-style-type: none"> <li>Sit with a variety of people each day</li> <li>Sit next to both boys and girls</li> <li>Choose to work with different people when working in groups</li> </ul> <b>Language</b> For the students to: <ul style="list-style-type: none"> <li>Use and maintain appropriate tense in written pieces</li> <li>Add to their vocabulary booklet by adding unknown words and finding the meaning to each word</li> </ul> <b>Cognitive/Thinking</b> For the students to: <ul style="list-style-type: none"> <li>Monitor the achievement of their learning goals for their semester 2 report and student led conferences</li> </ul> <b>Physical/Health</b> <ul style="list-style-type: none"> <li>For the students to:</li> <li>Explore how individuals are influenced by people and places</li> </ul>	<b>Maths</b> For the students to: <ul style="list-style-type: none"> <li>Add and subtract fractions, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers</li> <li>Multiply and divide decimals and fractions by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies</li> </ul> <b>English</b> For the students to: <b>Reading</b> Use the Café comprehension strategy: I can determine and analyse author's purpose and support with the text Use the CAFÉ comprehension strategy: I can retell the story <b>Writing</b> <ul style="list-style-type: none"> <li>Students to follow the writing process and begin independent writing</li> <li>Big Write (assessment for explanation text type)</li> <li>Introduce Poetry starting with Haiku and Cinquain poems</li> <li><b>Memory Book Writing:</b></li> <li>Comic: (problem/Solution/Character growth/Superhero)</li> </ul> <b>VOICES</b> For the students to focus on the following strategies: (O) Use a framework according to your purpose and genre (S) Uses different types of sentences in writing - simple, compound and complex <b>SPELLING/GRAMMAR</b> <ul style="list-style-type: none"> <li>Investigate words related to health</li> </ul> Refine editing strategies to improve written work Correctly use question marks <b>Speaking and Listening</b> For the students to focus on the following strategies: I can express my emotion an appropriate way I can use a range of devices to influence a listener <b>Subject Focus - Health</b> For the students to: <ul style="list-style-type: none"> <li>Participate</li> </ul> <b>Digital Technologies</b> For the students to: <ul style="list-style-type: none"> <li>Study why directors use different camera angles and camera shots when filming</li> <li>Complete the storyboard for their news report and begin filming</li> </ul> <b>Sustainability</b> For the students to: <ul style="list-style-type: none"> <li>Complete 'I pledge' promo videos based on concepts covered in the War on Waste series televised on ABC</li> <li>Conduct KTK workshops with classes across the school</li> </ul>	<b>Visual Arts</b> For the students to: <ul style="list-style-type: none"> <li>Commence their outlining on their mask. Either with jewels, sequins, pearls or fine line painting</li> <li>Commence their decorative enhancement of their mask using a vast array of materials</li> </ul> <b>Performing Arts</b> For the students to: <ul style="list-style-type: none"> <li>Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action.</li> <li>Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action</li> </ul> <b>Japanese</b> For the students to: <ul style="list-style-type: none"> <li>Watch taiko drumming and in small groups, come up with a short taiko drumming display</li> <li>Write me a letter using traditional Japanese writing paper. Show the students how to write downwards and where the full stop and comma's go</li> </ul> Physical Education For the students to focus on the following games: <ul style="list-style-type: none"> <li><b>Basketball:</b> The students can behave and respond appropriately to an external coach. Take advantage of the coach's knowledge to gain experience and develop their skills.</li> <li><b>Softball:</b> The students can use tactics to benefit my team when playing a game of softball.</li> </ul>	<b>School Events</b> <ul style="list-style-type: none"> <li>Metro Rail Safety Presentation</li> <li>MSAC excursion</li> </ul> <b>Interschool Sport (Year 5 and 6)</b> For the students to: <ul style="list-style-type: none"> <li>Participate in team training session for summer sport 2018</li> </ul> <b>Students' Interests</b> <ul style="list-style-type: none"> <li>Travel</li> <li>Nutrition</li> <li>Sport</li> <li>Cooking</li> <li>Geography</li> <li>Animals</li> <li>Health</li> <li>Politics</li> </ul> <b>Assessment &amp; Reflection on Experiences</b> <ul style="list-style-type: none"> <li>Big Write: Explanation Text</li> <li>CARS post-test series</li> <li>PAT Maths assessment</li> <li>PAT Reading assessment</li> </ul>	<ul style="list-style-type: none"> <li>Independent writing using the writing process and conferences</li> <li>Spelling activities: exploring visual, meaning, phonetic, morphemic and historical knowledge of words</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>	



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