

STATEMENT OF INTENT: YEAR 6, BEAUMARIS PRIMARY SCHOOL		SUBJECT FOCUS: GEOGRAPHY			
Term 1 Weeks 1, 2 and 3 Commencing Date: 1st February	Year 6 Teaching Team: Lindy McManus, Jenny Fildes, Lauren Cooper, Peter Jarvis	Key Learning Intentions: For the students to: <ul style="list-style-type: none"> Describe and explain characteristics of places from local to global scales, including the influence of Aboriginal and Torres Strait Islander peoples. Identify and compare responses to natural disasters and describe the environmental, economic and human effects. Collect and record relevant geographical data and information and represent it using diagrams, sketches and large and small-scale maps. Use geographical terminology, to interpret maps and develop descriptions, explanations and conclusions about places around the world. 			
Developmental Domain Focus	Learning Outcomes (State/National Framework)	Immersion & Other Exposure, Concepts, Excursions, School events	Assessment & Reflection on Experiences	Learning Experiences	Modifications
Emotional For the students to: <ul style="list-style-type: none"> Understand that transitions are an important part of life and recognise when they should seek help or support Social For the students to: <ul style="list-style-type: none"> Get to know new people in their class and also the new students and teachers in the year level Display class norms and school values in everyday situations	Maths For the students to: <ul style="list-style-type: none"> Revisit the place value to millions Investigate everyday situations that use integers. Locate and represent these numbers on a number line English Reading: <ul style="list-style-type: none"> Use the CAFÉ comprehension strategy: I can use prior knowledge to connect with texts Use the CAFÉ expanding vocabulary strategy: Read text as the author would say it, conveying the meaning or feeling Writing: Persuasive/Transactional Text VOICES STRATEGIES: Voice Use strong words in persuasive texts Organisation Use a plan to start an effective piece of writing Ideas Use a consistent point of view Conventions Re read and edit writing carefully. Explore vocabulary	<ul style="list-style-type: none"> District swimming trials- Thursday 8th Feb Interschool sport- Friday 9th Feb Assembly- Friday 3pm Year 6 Camp- Monday 12th- Friday 16th February 	<ul style="list-style-type: none"> Maths- Pre- test, Place value Cars- Pre-tests SNMY 	<ul style="list-style-type: none"> Independent writing using the writing process and conferences Spelling activities: exploring visual, meaning, phonetic, morphemic and historical knowledge of words 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) 	

<p>Physical/Health For the students to</p> <ul style="list-style-type: none"> • Take on the challenge of trying a new summer sport • Use mindfulness to cope with new challenges and experiences that may be stressful. 	<p>Use connectives and modal verbs in persuasive texts Sentence fluency Read your writing aloud and ask yourself does it make sense. Presentation Take your time and work carefully</p> <p>SPELLING/GRAMMAR : I can identify different uses of commas in texts I know that a complex sentence typically consists of a main clause and a subordinate clause I know that the function of complex sentences is to make connections between ideas, such as: to state a purpose; to express a condition; to make a concession; to link two ideas in terms of various time relations I can adopt a range of spelling strategies to recall and attempt to spell new words I can use a dictionary to correct own spelling</p> <p>Speaking and Listening: For the students to focus on the following strategies: I can use strategies, for example pausing, questioning, rephrasing, repeating, summarising, reviewing and asking clarifying questions • I can explore personal reasons for acceptance or rejection of opinions offered and linking the reasons to the way our cultural experiences can affect our responses • I can recognise that closed questions ask for precise responses while open questions prompt a speaker to provide more information.</p> <p>ICT For the students to:</p> <ul style="list-style-type: none"> • To create a flowchart with the intention to organise their belongings for camp 				
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