

# Year 6 Information Session

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# Tonight's agenda

- \* Maths
- \* English
- \* WLA
- \* Homework & diaries
- \* Communication
- \* Specialist Programs
- \* Q & A

# Maths

- \* Covering the three strands of:
- \* **Number and Algebra**
- \* **Measurement and Geometry**
- \* **Statistics and Probability**

# Maths (cont.)

- \* Regular revision of concepts to aid retention
- \* Focus on fast and accurate knowledge of number facts
- \* Maths Olympiad (extension program)
- \* Small instruction groups to support, consolidate and extend
- \* Mathematics tasks for homework and as a tutorial program

# English

- \* Following the 3 strands of:
- \* Reading
- \* Writing
- \* Speaking & listening

# English (cont.)

- \* **READING:**
- \* CAFÉ approach
- \* Reading groups
- \* Library book selection
- \* Nightly reading to be recorded in diaries
- \* CARS and STARS

# English (cont.)

- \* **WRITING:**
- \* Covering all the major text types (approx. 2 per term)
- \* VOICES writing strategies
- \* Spelling program (clinic groups based on assessment)
- \* Grammar & punctuation
- \* Writer's notebook/personal writing

# English (cont.)

- \* **SPEAKING & LISTENING**

- \* Class meetings

- \* BTN

- \* Debating (Term 2)

- \* ERP

- \* Morning circles

# Walker Learning Approach

- \* A whole school approach
- \* Linking of interests to learning intentions
- \* ERPs (one piece of the term's assessment)
- \* Rotations
- \* Communication boards
- \* Research for projects

# WLA – Geography (Term 1)

## \* **Learning Intentions for Term 1:**

- \* 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.

# Homework & Diaries

- \* Homework set on a weekly or fortnightly basis
- \* Homework will consist of a variety of tasks including:
  - \* Reading (20 minutes each night)
  - \* Mathematics tasks (each week)
  - \* + one activity of maths, English or the subject focus
- \* Diaries to be used as a communication tool and to be signed each week

# Communication

- \* Term newsletter
- \* Stop Press
- \* School website
- \* Absence notes
- \* Parent reps
- \* BPS Facebook page
- \* Compass
- \* Statements of Intent posted on our school website

# Communication between teachers and parents:

- \* Open classrooms at the beginning of the year and during the year
- \* Parent teacher interviews as needed throughout the year and formal interviews in June and November/December
- \* Phone calls and emails
- \* Letters, at the start of the year, from parents to their child's new teacher
- \* Student Diaries
- \* Parent Information evenings to outline class programs and ways in which parents can support in the classroom and on excursions and camp
- \* Parent information sessions during the year facilitated by our English and Mathematics Consultants, Julie Shepherd and Sue Fine, focussed on understanding the curriculum and how parents can help their child at home

# Parent involvement in school life:

- \* School Council and sub committees including Education, Finance, Buildings and Grounds and Marketing and Communication
- \* Parent Club including class parent representatives, support for community events during the year and fundraising

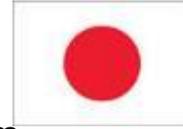
# Performing Arts

- All students have 50 minute session a week in Performing Arts
- As per the Victorian Curriculum students are involved with Music, Dance and Drama
- Years prep, two and four will give an evening performance on the stage in our hall
- Years one, three and five showcase their skills at assembly
- Year six students are involved with a musical in Term 3
- Students from years three and four learn the recorder
- Students have an opportunity to join the school Glee Club from years four to six
- Glee club perform at many local community events as well as school events





# 日本語



- Classes held every week for 50 minutes in the new Japanese room
- Every year level covers the 4 strands of Language learning : listening, speaking, reading and writing.
- **Gall sensei** teaches Years 1-6 and **Dale sensei** teaches Preps. **Keiko sensei** comes and helps with the preps and **Rika Sensei** helps with the Year 6's. We also have other Japanese assistants throughout the year.
- Preps, Year 1 and 2: learn Japanese through songs, games and listening and speaking activities. A small amount of writing and reading. All students will be able to read and write their katakana name.
- Year 3 and 4 learn the hiragana alphabet and have individual reading and writing books.
- Students in year 5 have their own vocabulary book that also covers the 4 strands of the curriculum
- Year 6: Work through the 'Belts' which encompasses all the Japanese they have learnt over the past 6 years, as well as some new material this year. Each Belt has 10 activities they need to achieve and then they will be awarded a certificate and a belt at assembly. They must wear their belt to class to work on their next colour belt. The Belts in order are: white, yellow, orange, green, blue, red and black.
- Every year we have 18 students from Minato Ku for 5 days and they homestay with families from years 5 &6. This is a very successful language and cultural exchange program. Please let the office know if you are interested in hosting a student. The Grade 6's also have the opportunity to Skype.

# VISUAL ARTS

- ❖ Students will be attending Visual Art classes for a 50 minute session each week
- ❖ Students require a named SMOCK or shirt. Every class room has its own Smock BOX/BASKET.
- ❖ In conjunction with the Dimensions *Creating and Making* and *Exploring and Responding* the students will explore focus areas such as:

- Drawing
- Painting
- Threads and Textiles
- Printing
- Construction
- Collage
- Modelling
- Mosaics



- ❖ Within the context of these focus areas the elementary concepts of art are explored.

Namely:

Colour    Texture    Line    Shape    Space    Form

- ❖ Students will be introduced to the work of such masters as:

Nolan, Monet, Picasso, Kandinsky and Klimt



- \* Art Appreciation and History are also incorporated within the program.



Mr Lilburne

# Physical Education



- \* **All Phys Ed sessions are 50 minutes. Friday sport for Year 5 and 6 is 100min and some double headers that will be longer.**
- \* **Hats are required at all Physical Education sessions in our Summer and Spring months for all grade levels.**
- \* **Sneakers/runners are the preferred option on the days your child has PE/Sport.**
- \* **There is no set sports uniform but it is preferable for girls to wear a skirt, shorts and a polo t-shirt rather than a summer dress on the days when Physical Education and sport sessions are on.**
- \* **In Prep Years 1 and 2 the focus is on basic movement skills, introduction to basketball, cross country running, athletic skills, Gymnastics, simple social dances, Fundamental Movement skills and skipping.**
- \* **In Years 3 and 4 the focus is on the introduction to skills of the summer and winter sports, athletic skills, gymnastics, simple social dances, Fundamental Motor skills, complex movement skills, ball handling skills and skipping with a rope.**
- \* **In Years 5 and 6 the focus is on skills for the summer and winter sports, alternative sports, athletic skills, Gymnastics, fitness, game strategies and fair play.**
- \* **Prep to Year4 2 week Intensive Swimming Program .**
- \* **Years 5 and 6 1 week Lifesaving program.**
- \* **Years 4, 5,6 District Swimming, Athletics and Cross Country.**
- \* **Prep-6, House Swimming, Athletics and Cross Country.**

# Learning Support Program

The Learning Support Program operates out of the Learning Lounge, located in the SALC.

The Learning Support teacher;

- \* Works closely with the classroom teachers.
- \* Works with small groups or individual students. Students may be withdrawn from class to participate in further learning activities. (These groups are fluid and are ever changing as the learning needs of the students change).
- \* Works with the student's support network, often consisting of educational experts, teachers, parents and the student. This is to ensure the facilitation of processes and strategies to maximise learning opportunities.
- \* Provides support with student well-being programs. Please feel free to come and visit. 😊



Student Leaders, Farrah and Lars working with Jo Pyke.

# Q & A

Do you have any questions?