

**STATEMENT OF INTENT: YEAR 6, BEAUMARIS PRIMARY SCHOOL**

<p><b>Term 1</b>  <b>Weeks 6 and 7</b>  <b>Commencing Date: 5<sup>th</sup> March 2018</b></p>	<p><b>Year 6 Teaching Team: Lindy McManus, Jenny Fildes, Lauren Cooper, Peter Jarvis</b></p> <p><b>SUBJECT FOCUS: Geography</b></p> <p><b>Key Learning Intentions:</b>                  For the students to:</p> <ul style="list-style-type: none"> <li>• Describe and explain characteristics of places from local to global scales, including the influence of Aboriginal and Torres Strait Islander peoples.</li> <li>• Identify and compare responses to natural disasters and describe the environmental, economic and human effects.</li> <li>• Collect and record relevant geographical data and information and represent it using diagrams, sketches and large and small-scale maps.</li> <li>• Use geographical terminology, to interpret maps and develop descriptions, explanations and conclusions about places around the world.</li> </ul>
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Developmental Domain Focus	Learning Outcomes (State/National Framework)	Specialist Learning Intentions	Immersion & Other Exposure, Concepts, Excursions, School events	Learning Experiences
<p><b>Emotional</b>                      For the students to:                      Understand that transitions are an important part of life and recognise when they should seek help or support</p> <p><b>Social</b>                      For the students to:                      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</p> <p><b>Language</b>                      For the students to:                      Think about how one's own words and body language can impact others both positively and negatively</p> <p>Understand the appropriate time to enter a conversation</p> <p><b>Cognitive/Thinking</b>                      For the students to:                      Set learning and</p>	<p><b>Maths</b>                      For the students to:                      Identify and describe properties of prime, composite, square and triangular numbers</p> <p>Solve problems involving the comparison of lengths and areas using appropriate units</p> <p>Connect decimal representation to the metric system</p> <p><b>English</b>  <b>Reading:</b>                      Use the CAFÉ comprehension strategy: I can ask questions throughout the reading process                      Use the CAFÉ expanding vocabulary strategy: I can use pictures, illustrations and diagrams                      I can use prior knowledge and context to predict and confirm meaning (E)  <b>Writing:</b>                      Introduce information reports                      Deconstruct a variety of information reports through guided reading activities based on natural disasters focusing on the structure and different features                      Use the Seven Steps writing process to write a sizzling start for an informative text                      Use the VOICES framework to deconstruct the structure of information reports  <b>Personal writing:</b>                      Create writing ideas booklet                      Decorate writer's notebook                      Minties activity: It's moments like this...                      Use a photograph as a writing seed                      VOICES STRATEGIES:  <a href="#">Organisation</a>                      Use a framework according to your purpose and genre                      Use paragraphs to order writing  <a href="#">Ideas</a></p>	<p><b>Physical Education</b>                      For the students to:</p> <ul style="list-style-type: none"> <li>• Learn the skills of volleyball such as dig, spike and volley</li> <li>• Learn the skills of softball such as underarm pitching, hitting and fielding</li> </ul> <p><b>Visual Arts</b>                      For the students to:</p> <ul style="list-style-type: none"> <li>• Be introduced to the stylised work of contemporary Dutch artist Ton Schulten (born 1938)</li> <li>• Discuss elements of Schulten's work after viewing Powerpoint presentation detailing: history, Origin, Style, Subjects and Progression</li> <li>• Create a stylised landscape utilising Schulten-like elements in their design</li> </ul> <p><b>Performing Arts</b>                      For the students to:</p> <ul style="list-style-type: none"> <li>• Develop the skills and techniques of using our voice and movement to create character, mood and atmosphere and focus on dramatic action.</li> </ul> <p><b>Japanese</b>                      For the students to:</p> <ul style="list-style-type: none"> <li>• Practice their self-introductions including こんにちは、はじめまして、わたし・ぼくのなまえは。です、。さいです、五年生です、。にすんでいます、しゅみは。です、。がすきです、どうぞよろしく</li> <li>• Work in pairs to record jikoshoukai to record onto seesaw and review each others- send to seesaw for other to watch and comment</li> </ul>	<p><b>School Events</b></p> <ul style="list-style-type: none"> <li>• 6/3 District Swimming</li> <li>• 12/3 Labor Day Holiday</li> <li>• 15/3 Division Swimming</li> </ul> <p><b>Interschool Sport (Year 5 and 6)</b>                      For the students to:                      16/3 Interschool Sport Double Header v Black Rock P.S. and Sandringham East P.S.</p> <p><b>Students' Interests</b></p> <ul style="list-style-type: none"> <li>• Sport</li> <li>• Cooking</li> <li>• Science</li> <li>• Natural disasters</li> <li>• Music</li> <li>• Video games</li> <li>• Sustainability</li> </ul> <p><b>Assessment and Reflection on Experiences</b>                      English:                      Cars- Pre-tests                      Maths:                      SNMY assessment</p>	<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>

<p>personal goals for the new year</p> <p><b>Physical/Health</b> For the students to Take on the challenge of trying a new summer sport Use mindfulness to cope with new challenges and experiences that may be stressful.</p>	<p>Use a plan to help develop your ideas in writing. <i>Explore vocabulary</i> Add descriptive words to make your writing more interesting. <i>Presentation</i> Take your time and work carefully <i>Sentence fluency:</i> Vary the length of sentences to make your ideas shine <i>Conventions:</i> Add punctuation marks to show where to stop or pause <i>Conventions:</i> Use a consistent point of view <b>Spelling/Grammar :</b> I can understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages</p> <p><b>Speaking and Listening:</b> For the students to focus on the following strategies: I can participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience</p> <p><b>ICT</b> For the students to: Create a PowerPoint presentation about Merricks Lodge Year 6 Camp</p>		
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