

STATEMENT OF INTENT: YEAR 6, BEAUMARIS PRIMARY SCHOOL

<p>Term 1 Weeks 8 and 9 Commencing Date: 19th March 2018</p>	<p>Year 6 Teaching Team: Lindy McManus, Jenny Fildes, Lauren Cooper, Peter Jarvis</p> <p>SUBJECT FOCUS: Geography</p> <p>Key Learning Intentions: For the students to:</p> <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.
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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>Emotional For the students to: Understand that transitions are an important part of life and recognise when they should seek help or support</p> <p>Social 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>Language 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>Cognitive/Thinking For the students to: Set learning and</p>	<p>Maths For the students to:</p> <ul style="list-style-type: none"> • Make connections between equivalent fractions, decimals and percentages • Compare fractions with related denominators and locate and represent them on a number line • Interpret and use timetables <p>English Reading: I can cross check... Do the pictures &/or words look right? Does it sound right? Does it make sense? I can check for understanding. I can back up and reread I can ask questions throughout the reading process I can use prior knowledge and context to predict and confirm meaning</p> <p>Writing: Finish information reports Write an information report on a natural disaster Use the Seven Steps writing process to plan your writing Use the VOICES framework to deconstruct the structure of information reports</p> <p>Personal writing: Use a seed page and turn it into a writing piece VOICES STRATEGIES: Organisation Use a framework according to your purpose and genre Use paragraphs to order writing Ideas Use a plan to help develop your ideas in writing. Explore vocabulary Add descriptive words to make your writing more interesting. Presentation</p>	<p>Physical Education For the students to:</p> <ul style="list-style-type: none"> • Learn the skills of volleyball such as dig, spike and volley • Learn the skills of softball such as underarm pitching, hitting and fielding <p>Visual Arts For the students to:</p> <ul style="list-style-type: none"> • Be introduced to the stylised work of contemporary Dutch artist Ton Schulten (born 1938) • Discuss elements of Schulten's work after viewing Powerpoint presentation detailing: history, Origin, Style, Subjects and Progression • Create a stylised landscape utilising Schulten-like elements in their design <p>Performing Arts For the students to:</p> <ul style="list-style-type: none"> • Develop the skills and techniques of using our voice and movement to create character, mood and atmosphere and focus on dramatic action. <p>Japanese For the students to:</p> <ul style="list-style-type: none"> • 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 • Work in pairs to record jikoshoukai to record onto seesaw and review each others- send to seesaw for other to watch and comment 	<p>School Events</p> <ul style="list-style-type: none"> • Photo Day (19/3) • Harmony Day (21/3) • Easter Assembly (29/3) <p>Interschool Sport (Year 5 and 6) N/A</p> <p>Students' Interests</p> <ul style="list-style-type: none"> • Sport • Cooking • Science • Natural disasters • Music • Video games • Sustainability <p>Assessment and Reflection on Experiences English: Information report (final) Maths: Post-tests</p>	<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>personal goals for the new year</p> <p>Physical/Health 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>Take your time and work carefully</p> <p>Sentence fluency: Vary the length of sentences to make your ideas shine</p> <p>Conventions: Add punctuation marks to show where to stop or pause</p> <p>Conventions: Use a consistent point of view</p> <p>Spelling/Grammar : 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>Speaking and Listening: 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>ICT For the students to: Research a natural disaster Complete the Resilience Project survey</p>		
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