

Year Level: 6	Term 2, Week 1 and 2			
Developmental domain objectives	Learning objectives	Children's interests	Staff/School/Community interests	Learning experiences
<p>Emotional For the students to:</p> <ul style="list-style-type: none"> Become aware of how their actions impact on the people around them and the learning environment <p>Social For the students to:</p> <ul style="list-style-type: none"> Sit with a variety of people each day Sit next to both boys and girls Choose to work with different people when working in groups <p>Language For the students to:</p> <ul style="list-style-type: none"> Become aware of narrative tools such as personification, simile and metaphor, plot etc Speak clearly and with adequate volume for the group to hear Use language to agree or disagree (linked with debating) <p>Cognitive/Thinking For the students to:</p> <ul style="list-style-type: none"> Improve their organizational skills to include independent submission of diaries and homework and completion of classwork on time <p>Physical/Health For the students to:</p> <ul style="list-style-type: none"> Attend weekly training in preparation for inter-school sports Train for the upcoming cross country events Adopt good personal hygiene habits such as showering daily and using deodorant 	<p>Maths For the students to:</p> <ul style="list-style-type: none"> Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers. Students will focus on adding and subtracting. Solve problems involving the comparison of lengths (perimeter) using appropriate units. <p>English For the students to:</p> <p>Reading:</p> <ul style="list-style-type: none"> Comprehension: I can compare and contrast within and between text Fluency: I can adjust and apply different reading rates to match the text <p>Writing:</p> <ul style="list-style-type: none"> Narratives - Use picture story books to focus in on structure, expression of voice, characterization, plot talking marks, problem and resolution Using "The Seven Steps Models" start the process by introducing step one- plan for success VOICES Use VOICES strategies to improve writing skills C: Use apostrophes for contractions and possession O: Use a framework according to your purpose and genre O: Use paragraphs to order writing Recognise Apostrophes and to use them correctly in writing Participate weekly in spelling word inquiry <p>Speaking and Listening:</p> <ul style="list-style-type: none"> Participate in class debating program Participate in class meetings based on weekly BTN episodes and current issues <p>ICT For the students to:</p> <ul style="list-style-type: none"> Play the United Nations Natural Disaster game to improve their knowledge of natural disasters and the human response to said disasters Students to start work on short-cut-keys Complete Resilience survey (week 2) <p>Sport For the students to:</p> <ul style="list-style-type: none"> Participate in the interschool sport program at school Participate Cross Country training 		<ul style="list-style-type: none"> 21th April Anzac ceremony and city exploration excursion 25th April ANZAC Day 	<ul style="list-style-type: none"> Independent writing using "The Seven Steps" writing process and conferences Spelling: Spelling Word Inquiry ERP Rotation Class Novel, Guided Reading, Reading Response, Language Conventions, Vocab book, CARS (Comprehension Achieve Reading Success), Reading Conferences and CAFÉ (Comprehension, Accuracy, Fluency & Expanded Vocabulary) Class Meetings Behind the News (ABC)