

STATEMENT OF INTENT: YEAR 6, BEAUMARIS PRIMARY SCHOOL

<p>Term 2 Weeks 5 and 6 Commencing Date: 14th May 2018</p>	<p>Year 6 Teaching Team: Lindy McManus, Jenny Fildes, Lauren Cooper, Peter Jarvis</p> <p>SUBJECT FOCUS: History</p> <p>Key Learning Intentions: For the students to:</p> <ul style="list-style-type: none"> • Understand how and why Australia became a nation • Explain how Australian society changed throughout the twentieth century • Explore who came to Australia and their reasons for coming • Describe the contribution of significant individuals and groups to Australian society
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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: Use the Resilience Project diary to reflect on their emotions</p> <p>Social For the students to: Work collaboratively in debating and be a supportive team member</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: Monitor their learning goals and make adjustments if necessary</p>	<p>Maths For the students to:</p> <ul style="list-style-type: none"> • Create and interpret a range of graphs and data displays • Understand why information is displayed in different ways • Continue to develop addition and subtraction strategies with whole and decimal numbers and fractions <p>English Reading: I can compare and analyse information in texts, explaining literal and inferential meaning. I can use evidence from texts to support my responses. I can use phrasing and fluency to indicate my understanding when reading increasingly complex texts.</p> <p>Writing: I can use the Seven Steps writing process to improve my writing. Understand how a narrative text is structured Use the Five + 1 Senses to Tighten Tension in narrative writing Generate ideas for a tension scene using the Five + 1 Senses</p> <p>Personal writing: Use a seed page and turn it into a writing piece</p> <p>VOICES STRATEGIES: Organisation Use a framework according to your purpose and genre Use paragraphs to order writing</p> <p>Ideas Use a plan to help develop your ideas in writing.</p> <p>Explore vocabulary Add descriptive words to make your writing more interesting.</p> <p>Presentation 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>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 	<p>School Events</p> <ul style="list-style-type: none"> • Lion King auditions • Winter sport (18/5 & 25/5) • District cross country (21/5) • Education Week (21/5 – 25/5) • Grandparents Morning (21/5) • Reach Workshop 2 (22/5) • Maths Olympiad 1 (23/5) <p>Students' Interests</p> <ul style="list-style-type: none"> • Sport • Cooking • Science • Movies • Dancing • Music • Video games • Sustainability <p>Assessment and Reflection on Experiences Narratives History Quiz</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) • Debating

<p>Physical/Health Develop their skills in their chosen winter sport Use mindfulness to cope with new challenges and experiences that may be stressful.</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: 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 I can participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis</p> <p>ICT Effective researching Conduct research for History ERP</p>	<p>watch and comment</p>		