

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

**Term 2**  
**Weeks 9, 10 & 11**  
**Commencing Date: 12 June 2018**

**Year 6 Teaching Team: Lindy McManus, Jenny Fildes, Lauren Cooper, Peter Jarvis**

**SUBJECT FOCUS: History**

**Key Learning Intentions:**

For the students to:

- 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

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: Reflect on REACH workshops and how it applies to their own lives</p> <p><b>Social</b> For the students to: Work collaboratively in debating and be a supportive team member</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: Monitor their learning goals and make adjustments if necessary</p>	<p><b>Maths</b> For the students to:</p> <ul style="list-style-type: none"> <li>• Solve problems involving addition and subtraction of fractions with the same or related denominators</li> <li>• Pose and refine questions to collect categorical or numerical data by observation or survey</li> <li>• Interpret secondary data presented in digital media and elsewhere</li> <li>• Investigate the effect of combinations of transformations on simple and composite shapes, including creating tessellations, with and without the use of digital technologies</li> </ul> <p><b>English</b>  <b>Reading:</b>                      * Compare and analyse information in texts, explaining literal and inferential meaning.                      * Use evidence from texts to support their responses.                      * Use phrasing and fluency to indicate my understanding when reading increasingly complex texts.</p> <p><b>Writing:</b>                      I can use the Seven Steps writing process to improve my writing.                      Come up with an Exciting Ending to an existing storyline that includes both an action climax and a character wrap-up.</p> <p><b>Personal writing:</b>                      Use a seed page and turn it into a writing piece</p> <p><b>VOICES STRATEGIES:</b>  <b>Organisation</b>                      Use a framework according to your purpose and genre                      Use paragraphs to order writing</p> <p><b>Ideas</b>                      Use a plan to help develop your ideas in writing.</p> <p><b>Explore vocabulary</b>                      Add descriptive words to make your writing more interesting.</p> <p><b>Presentation</b>                      Take your time and work carefully</p> <p><b>Sentence fluency:</b> Vary the length of sentences to make your ideas shine</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</li> </ul>	<p><b>School Events</b></p> <ul style="list-style-type: none"> <li>• Winter sport final round (16/6)</li> <li>• Girls Football 20/6</li> <li>• Year 6 History Expo 21/6</li> <li>• Final day of term 29/6 2:30 PM finish</li> </ul> <p><b>Students' Interests</b></p> <ul style="list-style-type: none"> <li>• Sport</li> <li>• Cooking</li> <li>• Science</li> <li>• Movies</li> <li>• Dancing</li> <li>• Music</li> <li>• Video games</li> <li>• Sustainability</li> </ul> <p><b>Assessment and Reflection on Experiences</b>                      ERPs                      Addition and subtraction post-test</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> <li>• Debating</li> </ul>

<p><b>Physical/Health</b></p> <p>Maintain a good base level of fitness in preparation for athletics next term</p>	<p><b>Conventions:</b> Add punctuation marks to show where to stop or pause  <b>Conventions:</b> Use a consistent point of view</p> <p><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>  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><b>ICT</b>  Use a range of programs to complete their ERPs</p>	<p>watch and comment</p>		