

STATEMENT OF INTENT: YEAR 6, BEAUMARIS PRIMARY SCHOOL

<p>Term 4 Weeks 5 and 6 Commencing Date: 5th November 2018</p>	<p>Year 6 Teaching Team: Lindy McManus, Jenny Fildes, Lauren Cooper, Peter Jarvis SUBJECT FOCUS: History Key Learning Intentions: For the students to: Subject Focus Learning intentions Economics</p> <ol style="list-style-type: none"> 1. Identify, investigate and explain enterprising behaviours and capabilities 2. Identify influences on consumer choices and recognise the effect consumer and financial decisions can have on individuals, the broader community and the natural and economic environments <p>Health</p> <ol style="list-style-type: none"> 1. Investigate preventative health strategies that promote health, safety and wellbeing for individuals and their communities 2. Research community resources that assist health, safety and wellbeing 3. Recognise how media and members of the community influence personal attitudes, beliefs, decisions and behaviours
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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:</p> <ul style="list-style-type: none"> • Participate in circle time activities focused on individual emotions • Participate in Resilience Project activities focused on hope • Participate in Smiling Minds sessions <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"> • Use and maintain appropriate tense in written pieces • Add to their vocabulary booklet by adding unknown words and finding the meaning to each word <p>Cognitive/Thinking For the students to:</p> <ul style="list-style-type: none"> • Set learning goals for the new term incorporating areas 	<p>Maths For the students to: Describe probabilities using fractions, decimals and percentages Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies</p> <p>English Reading:</p> <ul style="list-style-type: none"> • Participate in literature circle activities • Continue reading lit circle book • Identify and use the main idea of the text to determine the importance of the passage <p>CAFÉ Strategies: Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme)</p> <p>Writing: Persuasive Text Type For students to: Use inference, rather than explicitly stating your case, to create engaging and persuasive introductions. Understand that a great introduction engages and persuades the reader, includes great ideas and uses a range of persuasive devices. VOICES Think of ideas to add or improve a text when editing SPELLING/GRAMMAR</p> <ul style="list-style-type: none"> • Understand how to use pronouns in place of nouns • 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>Speaking and Listening: For the students to focus on the following strategies:</p> <ul style="list-style-type: none"> • I can consider appropriate and relevant questions • I can demonstrate my understanding of a text by articulating the literal and inferred meaning • Participate in class meetings based on weekly BTN episodes and current affairs issues <p>Economics</p> <ul style="list-style-type: none"> • Participate in explicit teaching sessions addressing the Learning Intentions • Complete their ERP Proposal Form & commence research 	<p>Performing Arts For the students to:</p> <ul style="list-style-type: none"> • Students are learning to listen to, improvise, compose, arrange and perform music, independently and collaboratively with their peers and teachers. <p>Students are learning to explore more complex aspects of rhythm, pitch, dynamics and expression, form and structure, timbre and texture in music they compose and perform.</p> <p>Japanese For the students to:</p> <ul style="list-style-type: none"> • For the students to use the zen brush app on the ipads to practice writing seasons in Kanji -paying particular attention to the stroke order • For the students to practice algorithm taiso in small groups to perform to the class. For the students to revise their Japanese numbers from 1-100 and look at how to work out numbers up to 1000 and 10,000. 	<p>School Events 6/11 - Melbourne Cup Holiday 8/11 - Whole school photo, sports teams & Year 6 graduation photo</p> <p>Students' Interests Cooking Sports Books Craft Music Travel Space Video Games Food Science Jokes Colouring Family Movies Technology Animals Beach</p> <p>Assessment and Reflection on Experiences CARS tests (reading comprehension) PAT Maths & Comprehension Persuasive writing</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>for improvement from their semester 4 report and student led conferences</p> <p>Physical/Health</p> <ul style="list-style-type: none">• For the students to: Explore how individuals are influenced by people and places (see health term planner)	<p>ICT</p> <ul style="list-style-type: none">• Use ICT to create still and moving advertisements, thinking carefully about advertising techniques		
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