

STATEMENT OF INTENT: YEAR 6, BEAUMARIS PRIMARY SCHOOL

<p>Term 2 Weeks 3 and 4 Commencing Date: 6th April 2019</p>	<p>Year 6 Teaching Team: Lindy McManus, Jenny Fildes, Lauren Cooper</p>	<p>SUBJECT FOCUS: Science Key Learning Intentions: Science has made our world a better place</p> <p>Understandings</p> <p>Understand that energy can generate electricity and be transferred or transformed</p> <p>Investigate scientific discoveries, inventions and understandings that inform decisions and solve</p> <p>Light from a source forms shadows and can be absorbed, reflected and refracted problems</p> <p>Skills</p> <p>Plan, design and/or analyse scientific investigations with constants and variables</p> <p>Research/collect data to test hypotheses and describe relationships and patterns</p> <p>Analyse data and suggest improvements to the method</p>
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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</p>	<p>Maths For the students to: Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers</p> <p>Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables</p> <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. Use main idea and supporting details to determine the importance of the start of the book.</p> <p>Writing: I can use the Seven Steps writing process to improve my writing. To understand how a procedural text is structured To understand how verbs and tense are used in procedural texts 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 Take your time and work carefully</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 	<p>School Events</p> <ul style="list-style-type: none"> Cross Country 7/5 Mother's Day stall 8/5 Mother's Day coffee cart 9/5 Interschool Sport 10/5 Special Person Day 20/5 Careers Day 22/5 Alumni Evening 23/5 <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 Essential Assessment: Maths</p> <ul style="list-style-type: none"> Addition Subtraction 	<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>necessary</p> <p>Physical/Health For the students to take on the challenge of trying a new winter sport Use mindfulness to cope with new challenges and experiences that may be stressful.</p>	<p>Sentence fluency: Vary the length of sentences to make your ideas shine Conventions: Add punctuation marks to show where to stop or pause Conventions: Use a consistent point of view Spelling/Grammar : 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 Use word sums to identify the common base and root for these sets of words and construct a matrix. a) <conductor>, <abduct>, <seductive>, <reduction> b) <science>, <unconscious>, <prescience>, <omniscient> c) <stable>, <instant>, <contrast>, <stature> Create a prefix and suffix wall and add the prefixes and suffixes from this week's investigation 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 ICT Students will expand their repertoire of shortcut keys to make computer use more efficient Complete the Attitudes to School Survey</p>	<ul style="list-style-type: none"> • Work in pairs to record jikoshoukai to record onto seesaw and review each others- send to seesaw for other to watch and comment 		
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