

STATEMENT OF INTENT: YEAR 6, BEAUMARIS PRIMARY SCHOOL

<p>Term 2 Weeks 7 and 8 Commencing Date: 3rd June 2019</p>	<p>Year 6 Teaching Team: Lindy McManus, Jenny Fildes and Lauren Cooper SUBJECT FOCUS: History</p> <p>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 <ul style="list-style-type: none"> • 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 Resilience Project activities <p>Social For the students to:</p> <ul style="list-style-type: none"> • Choose to work with different people when working in groups <p>Language For the students to:</p> <ul style="list-style-type: none"> • Use appropriate language and maintain good working relationships when collaborating with other students • Select appropriate language when debating <p>Cognitive/Thinking For the students to:</p> <ul style="list-style-type: none"> • Set team goals for the Science ERP <p>Physical/Health For the students to:</p> <ul style="list-style-type: none"> • Interschool Sport training and competition 	<p>Maths For the students to:</p> <ul style="list-style-type: none"> • Solve problems involving addition and subtraction of fractions with the same or related denominators • Pose and refine questions to collect categorical or numerical data by observation or survey • Interpret secondary data presented in digital media and elsewhere • Investigate the effect of combinations of transformations on simple and composite shapes, including creating tessellations, with and without the use of digital technologies <p>English Reading:</p> <ul style="list-style-type: none"> • Continue literacy circles • CAFÉ Strategies • *For the students to compare and analyse information in texts, explaining literal and inferential meaning. • *For the students to use evidence from texts to support their responses. • *For the students to use phrasing and fluency to indicate my understanding when reading increasingly complex texts. <p>Writing: Persuasive Text Type</p> <ul style="list-style-type: none"> • For students to understand their role in protecting the environment and how they can use their voice to make a difference. • To understand how a procedural text is structured • To understand how verbs and tense are used in procedural texts <p>Informative Text Type</p> <ul style="list-style-type: none"> • For students to students will continue to unpack the structure of an informative text. • Students are to construct an information report for their ERP <p>VOICES</p> <ul style="list-style-type: none"> • Use the plan to start an effective piece of writing. • Use paragraphs to order writing. <p>SPELLING/GRAMMAR</p> <ul style="list-style-type: none"> • 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 • Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common 	<p>Performing Arts We are learning to:</p> <ul style="list-style-type: none"> • Perform dance with technical competence, using expressive skills to communicate a choreographers ideas (Disney Peter Pan Jnr) • explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view. <p>Japanese We are learning to:</p> <ul style="list-style-type: none"> • Describe our family using complex Create sentences in japanese using itsu, doko, nani, dare (when, where, what, who) • Count to 100 and complete a test of how to form numbers using kanji in Japanese • Practise our speaking and listening by doing our story at the beginning of the lesson. Continue to try and do it for at least 10 minutes with brain breaks • Read and write about our story using all 3 areas of the alphabet (hiragana. Katakana and kanji) <p>Physical Education We are learning to:</p> <ul style="list-style-type: none"> • Develop skills in athletics develop skills in athletics disciplines • refine movement skills <p>Visual Arts CRAZY CAMEL project- SPIRIT ANIMAL We are learning to:</p> <ul style="list-style-type: none"> • be acquainted with the details of the 2019 art sale @ BPS school fete in October and shown samples of art 	<p>School Events 3/6, 4/6, 7/6, 8/6 Auditions 6/6 Divisional Cross Country 7/6 Interschool Sport 10/6 Queen's Birthday Public Holiday 11/6 Amazing Race @ Sandringham College 14/6 Debating @ Brighton Secondary College 14/6 Interschool Sport</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) Writing Moderation Essential Assessment</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>and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words</p> <p>Speaking and Listening:</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 issues <p>Science</p> <ul style="list-style-type: none"> • Students are to begin their ERP <p>ICT</p> <ul style="list-style-type: none"> • Understand the importance of camera angles, camera shots and movement when filming • Create a sustainability promotional video • Create a PowerPoint presentation 	<p>pieces provided by Crazy Camel publishing firm</p> <ul style="list-style-type: none"> • commence our planning/ design on the <i>special</i> lithographic paper (A4) provided by Crazy Camel- landscape orientation- appropriate to: <ul style="list-style-type: none"> a. function b. designated audience 		