

STATEMENT OF INTENT: YEAR 6, BEAUMARIS PRIMARY SCHOOL

<p>Term 4 Weeks 7 and 8 Commencing Date: 16th November 2020 Year 6 Teaching Team: Lindy McManus, Lauren Cooper and Jade Cowie</p>	<p align="center">How is business changing?</p> <p>Economics</p> <ol style="list-style-type: none"> 1. Outline the advantages and disadvantages of economic choices and identify the possible effects of these decisions 2. Investigate the influences on how and why people work 3. Explore factors which may affect work in the future 4. Identify, investigate and explain enterprising behaviours and capabilities 	<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
---	--	---

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: Explore the links between their emotions and their behaviour</p> <p>Social For the students to: Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved</p> <p>Language For the students to: Reflect on how personal strengths have assisted in achieving success at home, at school or in the community</p> <p>Cognitive/Thinking For the students to: Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations (VCCCTM030)</p> <p>Physical/Health Use mindfulness to cope with new challenges and experiences that may be stressful.</p>	<p>Maths We are learning to: Explore the use of brackets and order of operations to write number sentences (VCMNA220)</p> <p>S&P Describe probabilities using fractions, decimals and percentages (VCMSP232) Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies (VCMSP233)</p> <p>M&G Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (VCMMG231)</p> <p>English Reading: Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (VCELY347)</p> <p>Responding to Literature: Expressing Preferences and evaluating texts Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor influence personal response to different texts (VCELT342)</p> <p>Literature Circles: Students are to complete their literacy circle text. Café Strategies</p> <p>Comprehension:</p> <ul style="list-style-type: none"> • I can compare and contrast within and between text • I can summarise text, including sequencing of main events • I can ask questions throughout the reading process <p>Writing: Experiment with text structures and language features and their effects in creating literary texts (VCELT355) Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (VCELY358)</p> <p>Personal Writing Tasks: Writer's Notebook Activity: Students select one of their topics and match an appropriate text type to it and begin writing.</p> <p>Change the World:</p>	<p>Physical Education We are learning to:</p> <ul style="list-style-type: none"> • Revise running and dodging skills • Demonstrate turn taking in active play • Apply FMskills to mini games • Apply skills to Oztag <p>Visual Arts Week 7</p> <ul style="list-style-type: none"> • WALT apply modroc plaster to the base of our masks • SC: I can use Modroc plaster strips safely & carefully • SC: I can apply 2 layers of Modroc plaster to my mask • SC: I can clean up my work area <p>Week 8</p> <ul style="list-style-type: none"> • WALT use Modroc plaster to build up the shape and form of our masks • SC: I can use Modroc plaster strips safely & carefully • SC: I can create features and shapes on my mask using Modroc plaster • SC: I can clean up my work area <p>Performing Arts We are learning to</p> <ul style="list-style-type: none"> • rehearse dance moves with technical competence, using expressive skills to communicate the choreographer's ideas for "DreamWorks Madagascar Jnr". <p>Success Criteria:</p> <ul style="list-style-type: none"> • I can rehearse all lyrics and dance moves for "Together Forever" and from 	<p>School Events November 16th Elephant Ed 18th Port Phillip Eco Centre: Sustainable Schools Festival 19th Elephant Ed 23rd Elephant Ed 24th Individual School Photo Day 26th Madagascar Musical Festival</p> <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 Essential Assessment: Multiplication and Division Post Test PAT Maths assessment PAT Reading 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)

	<p>If you could change anything in the world, what would it be? Why?</p> <p>Memory Book Writing: Continue memory book writing. Week 7: Persuasive Text Week 8: Procedural Text</p> <p>VOICES V: Use authority when writing an explanation text O: Tie the details together so they fit and flow I: Use technical vocabulary in explanation and information texts S: Play with phrases until they sound right</p> <p>Spelling/Grammar: Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (VCELA351) 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 (VCELA354) Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words (VCELA353)</p> <p>ROTATIONS Students in groups 1 and 2 will focus on SWI and Grammar alternating weekly Students in groups 3 and 4 will focus on MSL and Grammar as a 3:1 ratio fortnightly.</p> <p>GRAMMAR: Consistency in sentences: students are learning to use all the elements and write sentences that are grammatically correct</p> <p>SPELLING: SWI: Building a Word Matrix: 'PHYSICAL' to investigate using www.etymonline.com</p> <p>Speaking and Listening: To 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</p> <p>Economics and Health Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108) Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (VCHPEP112) Students are to begin work on their inquiry project</p> <p>Digital Technologies Examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data (VCDTDS026) Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information (VCDTDIO28)</p> <ul style="list-style-type: none"> • Locate and copy photographs from the central drive for their memory book • Use Microsoft Word to create word documents using a range of special features such as borders, backgrounds and text size, fonts and dictation • Continue to use Microsoft Teams, Class Notebook and One Note 	<p>"DreamWorks Madagascar Jnr".</p> <p>Japanese We are learning to:</p> <ul style="list-style-type: none"> • Practice our speaking and listening by creating stories at the beginning of the lesson • Create complex sentences in Japanese and ask me 5 questions (blue) • Fold a tshirt Japanese style 		

