Curriculum Overview
Seabrook Primary School
Term 2 2013

Grade Six

Dear Parents/Guardians,

We have started Term 2 off with an enthusiastic and committed approach and are looking forward to another fantastic term with you and your child. This term promises to be a busy and fulfilling time as we continue to learn and work together. Within this term we will continue to develop many issues associated with organisational learning. We will give students opportunities for self-directed and self-motivated learning, developing a capacity for sustained, ongoing learning. Teachers will support students to set specific goals for both literacy and maths and their social and physical well-being.

Students, like in past years, will be guided to collect work samples as evidence to support their achievements, which will help them to develop their portfolios. They will create portfolios that assist their understanding of what they are learning, what they have learnt and what improvements they need to make.

We will also continue to develop positive attitudes to the learning process, improve motivation and promote adaptability and flexibility in approaches to a variety of circumstances encountered in learning and everyday life.

We will also continue to explore the key elements of Thinking Skills e.g. Acquisition of knowledge, Comprehension, Evaluation and Thinking Aloud.

Students will be given further opportunities to develop Mind Mapping, Graphic organisers and Direct Attention Thinking Tools. Students will focus on the following PYP Profiles and Attitudes:

Respect: respecting themselves, others and the world around them.

Tolerance: feeling sensitivity towards differences and diversity in the world and being responsive to the needs of others.

Students will be guided to understand that these values underpin the structure of the Primary Years Programme and enable them to prepare for the social and moral challenges that await them in such a complex world. Teachers will aim to develop within students the necessary skills, habits of mind and the moral and ethical values to be able to understand and manage themselves in the world they live in.
ENGLISH

Teachers will continue to use the First Steps Continuum for Reading, Writing, Spelling, Speaking and Listening to guide student learning. Shared and modelled reading will be continued in Term 2 and teachers will continue to provide students with opportunities to understand, interpret, critically analyse, reflect upon and enjoy written and visual, print and non-print texts. This term teachers will introduce students to informative texts, as well as popular fiction works, newspapers, illustrations, posters and films.

Through modelled and shared reading experiences teachers will develop the following elements of reading, enabling students to:

- Select appropriate material and adjust reading strategies for different texts and different purposes.
- Make generalisations based on interpretation of texts, viewed or read.
- Use a range of strategies effectively to find relevant information in texts.
- Make critical comparisons between texts.
- Our focus for reading comprehension this term will be Questions and Questioning

Questioning

Questioning is an important strategy in developing comprehension. Fluent readers actively and strategically engage when reading by asking questions. This helps them to focus their reading by:

- Delving deeper into the text.
- Clarifying meaning.
- Critically reflect on what they have read.

It is through asking meaningful questions that students learn to monitor their comprehension. Good readers recognise when they are losing meaning, whether it be at the word, sentence, or text level, and are able to ask questions about what strategies they need to use to help them comprehend (Block and Pressley 2003). Successful readers are able to both flexibly integrate questioning and to activate other comprehension strategies as they read. Independent reading is the opportunity to practice independent questioning strategies, which we discussed during whole class, small group and individual teaching instruction. Whole class, small group and individual teaching instruction will continue to take place every day as an important way to address specific learning needs we have identified across our classrooms.

In Literacy for term three, teachers will continue to use the First Steps Continuum for Reading, Writing Spelling and, Speaking and Listening to guide student learning. The text focus for this term will be Procedural and Narrative writing.
Students will explore the following language features:

- **Purpose and audience** - adjusts writing to suit purpose and audience.
- **Vocabulary** - selects vocabulary according to the demands of purpose including adjectives, verbs and figurative language.

Furthermore, through selected text focuses, students will continue to develop the following writing processes and conventions:

- **Ideas and motivation for writing** - read, discuss, brainstorm.
- **Planning for writing** - arrange ideas logically, consider audience and purpose.
- **Drafting and editing** - consider aspects of writing and make improvements, re-draft.
- **Conferring** - receive feedback from others.
- **Publishing** - share work with an audience.

Develop **Writing Conventions**: Audience, Text Structure, Ideas, Vocabulary, Cohesion, Paragraphing, Sentence Structure, Punctuation and Spelling.

Spelling will be connected to reading and writing activities. Students will be given opportunities to:

- “Have a go” at spelling specialised words found in specific subject areas connected to our units of inquiry.
- Make generalisations and apply these to new situations - rules for adding suffixes and the selection of appropriate letter patterns.
- Use silent letters and double consonants correctly.
- Use multi-strategy approach to spelling (visual patterns, sound patterns and meaning).
- Use less common letter patterns correctly (weird, forfeit).
- Use more difficult homonyms correctly e.g. sore/soar, poor/pour
- Use knowledge of word meanings e.g. creative/creativity, enthusiastic/enthusiasm.

Speaking and Listening will once again be strongly connected with our unit of inquiry. Students will continue to explore the ways formal and informal oral language is used to convey and receive meaning.

**MATHEMATICS**

Within Mathematics students will explore the five areas of Space, Number, Measurement/Chance/Data, Structure and Working Mathematically. The following Teaching Focuses will be covered throughout term two:
Number...

- Continue work from place value unit.
- Extend understanding of operations with whole numbers, fractions and decimals.
- There will be a focus on multiplication and division and include order of operations.
- Devise and use mental and written methods to add, subtract, multiply and divide whole numbers and to estimate answers.
- Use materials to explore decimals, ratios and percentages as equivalent forms.

Space...

- Using properties of two and three dimensional shapes.
- 2D representations of 3D objects.
- Identify the symmetry of shapes and solids (reflection and/or rotation).
- Use scale/grids to draw figures, enlarged and reduced shapes.
- Make own maps including scales.

Measurement, Chance and Data...

- Measuring and Calculating
- Estimate and measure lengths including perimeters, area and capacity in metric units using appropriate instruments and scales.
- Investigate how symmetry in chance situations creates equally likely outcomes.
- Collecting and handling data.
- Calculate averages (mean, mode and median) and measures of spread for ungrouped data.
- Calculate the mean, median and range.

Structure...

- Use number properties, such as the distributive property for multiplication over addition to create numerical expressions with the same value.
- Recognise inverse operations.
- Recognise that the “identity” for each operation has no effect.
- Working mathematically - learning in this dimension will be embedded in all other dimensions stated above.
Problem posing, solving and investigating...

- Students can use appropriate strategies (exemplifying, justifying) after identifying the mathematical structure and requirements of these problems.
- Students can explain their reasoning and how they interpreted and solved problems.
- Students can create and solve new problems using familiar problem structures.
- Students identify and investigate situations in everyday life connected to mathematical investigations.

Modeling and applying...

- Students use mathematics to represent real situations and to solve related problems, interpreting the results of the investigation in the real situations.
- Students use instructions to draw a shape, solid or net of a solid.
- Students recognise examples in real life where other people use mathematics.

Mathematical reasoning...

- Students explain why a few successful examples do not prove a generalization and how a single counter-example disproves generalisations.
- Students use appropriate materials, diagrams and graphs to test the truth of conjectures.
- Students communicate their views and attempt to justify and generalization them.

INQUIRY LEARNING

To coincide with our trip to Canberra the first half of term two will begin with an inquiry into Civics and Citizenship focusing on Government. Students will explore democracy, law making, voting and the different systems of government that exist around the world. The central idea for this unit of inquiry will be ‘A democratic government is responsible for governing the people within that country’. This will involve an inquiry in the following aspects:

- Different political systems and their responsibilities.
- Features of our political system
- Civic knowledge and understanding.
- Teachers will pose the following questions as part of this inquiry:
  - How do systems of Government differ around the world?
  - How are we governed today and what effect does it have on the people of the country?
  - How do people contribute to the decision making process of their country?
From this inquiry we aim for our students to get engaged in Australia's cultural heritage and explore our democracy, values, unity and achievements as a people. We also aim to provide a forum for investigations into other systems of government around the world.

Our second inquiry this term is “Civilisations”. The central idea for this unit of inquiry is „Various factors cause civilisations to change over time“. This will involve an inquiry into the following aspects:

- Effects of change or continuity
- Factors that can lead to changes in civilisations
- Perspectives of people involved

Teachers will pose the following questions as part of this inquiry:

- What is a civilisation?
- What factors cause civilisations to change?
- What are the consequences when civilisations change?

From this inquiry we aim for our students to inquire into the meaning behind the terms civilisation, change and perspective. Students will explore civilisations past and present and be guided to explore the social systems of these people and the factors that influence their change.

Lastly all year six students will be participating in Interschool Sports sessions. The winter sports for Term Two are football, netball, volleyball, tee ball and soccer. There will be two soccer teams, one for girls and one for boys.

We look forward to maintaining a close partnership with you and your child. Please keep us informed if there are any issues or concerns that you may have, so that we can support your child at Seabrook.

Erin Hayes, Georgia Jennings & Michael Bell

Grade 6 Teachers
**HEALTH & PHYSICAL EDUCATION - Blair Ganley & David Trott**

During term two, the grade six children will continue to practice basic Fundamental Motor Skills, as well as Gymnastic (Static activities) and Dance. They will participate individually, in partner and group based activities.

- Children will learn and practice Static Gymnastic activities e.g. handstands on the wall, partner supports and small group pyramids.
- As part of the Grade 5 Inquiry a group of Grade 5 students will be teaching the Grade 6’s what they have learnt from a Dance teacher who’s coming to do a four week program with them.
- Children had the opportunity to participate in a range of Inter School Sports competitions.
- Children will have the opportunity to participate in the District Cross Country.
- As part of the Physical Education program, the P.Y.P Attitudes such as cooperation, commitment and enthusiasm and the Student Profiles such as risk taking, caring and reflection will be linked to the way children work and participate in Physical Education sessions.

**ITALIAN - Ros Savoia, Paula Thomson & Laura Di Sisto**

This term in Italian, the children will focus their language and cultural learning on ‘Planets” and “Rome/The Colosseum”. Students will be exposed to a lot of related phrasing and vocabulary to do with the topics. Various oral and written language tasks and activities, dramatisation, performing actions and writing and speaking in the language will allow the students to develop many varied and appropriate descriptive responses to do with planets/The solar system. Previously learnt language and current vocabulary will be used to determine new meanings. The students will be exposed to information related to Roman history and relevant facts to do with the Colosseum and its importance on the map of Italy/The world.

**ART - Julie Comer**

The children will make art works in the art forms of drawing, collage, textiles and painting. The children will identify and describe the use of art elements (e.g. line, shape, colour etc.) principles (e.g. repetition, pattern, symmetry etc.) and the expressive qualities of art works. The PYP Learner Profile will be used to guide the children to understand how good learners learn and therefore take responsibility for their learning in the art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. This term there will be a particular emphasis on being:

- **Principled.** They will work with integrity and honesty. They will take responsibility for their own actions including working to the very best of their ability on all art projects and showing respect for other children and the class.
- **Risk-takers.** In art the children will approach new and unfamiliar work with courage and show independence to explore new ideas.

The children will look at the work of Australian illustrators and discuss the design of these works. The children will compare the work of these illustrators with artist working in similar mediums and using similar styles. From a PYP global perspective the children will create an art work based on the culture of people from another country, they will work and manipulate in a 3 dimensional media to construct to suit a particular function.