Dear Parents/Guardians,

Welcome back to term three at Seabrook Primary School. The grade 6 teachers hope that all families had a relaxing and rewarding 2 week break. We were very busy during the break, meeting at school to plan rich inquiries and curriculum programs. We are looking forward to working hard and teaching a wealth of fabulous ideas!

Our students have worked hard over the course of the first semester, completing units of inquiry on Leadership and Government and will be finishing our unit on Civilisations early this term. We are very excited to begin working on our Primary Years Programme Exhibition!

Exhibition

The Grade 6 Exhibition is structured in such a way that Grade 6 learners are challenged to take responsibility for the design, organisation and successful completion of an in-depth investigation/inquiry project. In the process of completing this major project, students are required to apply important trans-disciplinary skills, which are at the heart of the work they have been doing in the PYP. These include:

- Critical and creative thinking skills
- Communication skills
- Organizational and time management skills
- Social skills
- Research skills

The students will also be demonstrating their understanding of the key attributes of the Primary Years Program Learner Profile.

The Exhibition will take place on Thursday 12th September for parents and families.

The 12 core Attitudes of the Primary Years Programme and the strongly connected Learner Profile will be a continued focus as we strive to develop these essential understandings in our daily interactions. 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.
ENGLISH

Reading

Whole classroom shared and modelled reading will be continued in Term Three 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 continue to use informative texts, as well as popular fiction works. Through modelled and shared reading experiences and independent application tasks, teachers will develop the following elements of reading and comprehension enabling students to develop an awareness of;

Text structure and features;

Studying text structures and features of the reading in which your students are engaged takes them ‘back stage’ and into the architecture, or bones of texts. They are able to see how texts are crafted by deconstructing them with your support. Texts become easier to remember when students know the structural shape of a text. There is some evidence that suggests that students who attend to the structure of texts learn more about the content even while attending to the structure. They are able to identify the features of each text type and therefore predict how to read more effectively.

Visualisation;

Using visualising techniques involves students engaging directly with text to envisage, imagine and 'see' in the mind's eye images from that text. The research on imagery and reading comprehension is based on the theory that mental imagery is a knowledge representation system that readers can use in organising, integrating, and retrieving information from written text. It activates the use of all the senses: seeing, feeling, smelling, touching and tasting. Using approaches that enhance your students’ ability to articulate ‘this is what I’m picturing’ helps them to develop and strengthen their comprehension of text. Students say that visualising text makes difficult parts easier to understand and makes the reading more interesting. This in turn motivates them to read more.

Whole class activities together will continue to be a focus as this is an important step in establishing a sense of community. Whole class activities will be used to model what students will need to be doing independently and will establish what will be involved in small group teaching sessions. This learning time is also a great opportunity for students to hear and see what others are thinking, to listen actively, to respond to each other and to the text, to share information and to help each other solve problems.
Whole class activities together will continue to be a focus as this is an important step in establishing a sense of community. Whole class activities will be used to model what students will need to be doing independently and will establish what will be involved in small group teaching sessions. This learning time is also a great opportunity for students to hear and see what others are thinking, to listen actively, to respond to each other and to the text, to share information and to help each other solve problems.

Shared Reading is an instructional practice that will be fostered in our classrooms and is where teachers and students will read and reread texts together to construct meaning. In shared reading sessions teachers will support students by reading aloud an enlarged text all students can see and will further encourage students to read along. These sessions will provide a platform for explicit demonstrations of the strategies proficient readers use.

Shared Reading is an opportunity for students to;

- Enjoy reading good literature in a range of genres
- Think and act like readers
- Talk about texts
- See demonstrations of how a proficient reader works with text to make meaning
- Develop vocabulary for talking about texts
- Be an active participant in a community of learners

Read aloud or reading to students is a key instructional practice of the literate classroom. Teachers will once again select a text to read to students and together through discussions we will construct meaning. Read aloud is a wonderful opportunity to motivate our students’ love of reading by introducing them to the best quality children’s literature, new authors, and unfamiliar genres. Listening comprehension develops long before readers can independently decode text. By reading to our students, we will provide access to texts that are more challenging than those they can read for themselves. It is through the read aloud that we will introduce and model comprehension strategies designed to deepen comprehension.

For many students, the Read Aloud is building on the strong foundation already begun in the home while for others it may be an introduction to the wonder of books and other texts. On order to strengthen this process and your child’s reading comprehension skills we are asking that all our families support reading at home. Reading to your child and with your child is an essential element in improving their reading skills and love for reading.
Another essential element is encouraging and guiding your child to read at home independently, on a regular and daily basis. Students in the grade 6 department has been explicitly taught and guided in selecting just right books, and this is a skill that can be extended to reading at home.

Read aloud is an opportunity for students to;

- Experience the pleasures and rewards of reading
- Be introduced to a variety of authors, genres, styles and formats
- Develop understanding of the patterns and structures of written language for various genres
- Realise that some of their experiences are similar to those in texts read to them
- Develop the expectation that reading is meaning driven
- Develop listening comprehension
- Understand that written texts are sources of information
- Develop vocabulary and understanding of the structures of written language
- Hear the expression, fluency, and phrasing of a competent reader

Writing

In English, teachers will use the First Steps Continuum for Reading, Writing and Speaking & Listening to guide and encourage students to track their individual progress. The writing focus for this term will be Procedural and Report Writing. Students will have the opportunity to apply their knowledge gained through the inquiry process, to explore both procedural and report writing. They will look at how procedural texts are part of our everyday lives and are used in many contexts. The purpose and audience will vary, impacting upon the technical language used and the organisation and publication of information. Report writing will have students presenting factual texts that are context-specific. They will demonstrate their understanding by organising and recording factual information in a range of report styles.

Students will explore the following language features:

- Detailed, factual descriptions
- Technical language that is descriptive and context specific
- Generalised participants referring to things (ingredients, newspapers) rather than specific participants
- Linking words and verbs
- Timeless present tense
Students will continue to develop their knowledge of the following writing processes:

- Planning - arranging ideas through brainstorming and drafting
- Drafting and Editing - considering aspects of writing, making improvements, receiving feedback from peers and redrafting as required
- Publishing - sharing with an audience
- Purpose and Audience - adjusting the composition of text to suit the purpose and influence the audience.
- Vocabulary - developing a broad range of vocabulary and selecting appropriate language to suit the purpose of the text

MATHEMATICS

Within Numeracy students will continue to explore the five areas of Space, Number, Measurement/Chance/Data, Structure and Working Mathematically.

The following Teaching Focuses will be covered throughout term three;

Number

- Devise and use mental and written methods (algorithms) to add, subtract, multiply and divide whole numbers.
- In division working to recognise remainders as common fractions or decimals.
- Formulating and using mental and written methods to add and subtract decimals.
- Application of materials and number lines to develop understanding of multiplication and division of decimals (to two decimal places) and simple common fractions.
- Estimations and approximations in calculations and making judgments about accuracy.
- Mentally compute with halves, quarters, thirds and their equivalents
- Recall basic multiplication and division facts ten times ten.
- Use a calculator to perform a series of operations involving small and large numbers and to find factors and prime factors of numbers and to explore facts and puzzles involving numbers.
- Continue to use materials to explore decimals, ratios and percentages as equivalent forms of fractions.

Problem posing, solving and investigating;

- They use appropriate strategies (e.g. specialising, exemplifying, justifying and refuting) after identifying the mathematical structure and requirements of these problems.
- They explain their reasoning and how they interpreted and solved problems.
- They create and solve new problems using familiar problems structures.
They identify and investigate situations in everyday life amenable to mathematical investigations (e.g. where estimates of numbers and computations are considered appropriate, investigate the methods used to make these estimates).

Modelling and applying;

- Students use mathematics to represent real situations and to solve related problems, interpreting the results of the investigation in the real situations.
- They use instructions to draw a shape, solid or net of a solid, and adapt these to computer programs that represent shapes and solids under transformations.
- They recognise examples in real life where other people use mathematics.

Mathematical reasoning;

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

Earn and Learn

The Earn and Learn Program by Rob Vingerhoets will also be incorporated into our weekly maths sessions by the end of this term as students with the guidance of their teachers establish a mini-community within their individual classrooms. This will be a community where the children earn a wage, pay taxes and bills and are engaged in an array of budgeting and business related exercises that capture the financial complexities of life beyond the classroom.

Lastly all year six students will be participating in Athletics every Friday. The events that will be a focus during this term are high jump, hurdles, discus, shot put, baton relay and long jump. Students will have an opportunity to experience and refine their skills in all of these events through teacher directed class rotations.

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.

Kind Regards,

Erin Hayes, Georgia Jennings and Michael Bell
2013 Year 6 Team
During term three, the grade six students will refine and expand their range of motor skills. Through modified and major games (for example, games with modified rules, equipment and playing field), students begin to apply their skills in sport-specific settings. Students will participate in a range of activities that promote health-related fitness.

During our gymnastics unit, students will focus on springing and landing. Some of the activities will include jumping from a springboard to a mat. Students will also explore rhythmic gymnastics through the use of a variety of equipment.

Students will explore the skills/techniques, rules and concepts involved with various athletic disciplines: shot put, discus, hurdles, sprinting/relays, high jump and long/triple jump. In some cases, modified equipment will be used.

Students will also be given the opportunity to participate in a School House team Athletics Day and have the opportunity to represent the school in District Athletics.

A 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 students work and participate in Physical Education sessions.

ITALIAN - Ros Savoia, Paula Thomson & Laura Di Sisto
The children will create art works in a range of mediums including multi-media works. The children will discuss the ideas expressed in their own artwork and compare and respond to the content and ideas expressed in other people’s works and speculate about the artist’s intentions. The children will explore and use a variety of sources for inspiration and ideas in a range of art forms.

The children will be encouraged to display the qualities of all aspects of the Primary Years Program Learner Profile and in particular to be:

- Responsible: The children will be asked to take responsibility for their art learning making decisions about how they will create their art work and the choices they will make using art skills and developing creativity. During discussions about artwork they will be expected to be caring by showing empathy, compassion and respect towards the needs and feelings of others.
- Inquirers: The children will be provided with an environment where they can enjoy their learning and be encouraged to be naturally curious about the activities they are undertaking. They will be expected to develop their artwork in their own individual style.

The children will be exploring selected books from this year’s short-listed titles for the Australian 2013 Children’s Book Council Awards and creating associated art works. This year’s theme is Read Across the Universe so as well as creating artworks a reading rich culture will be promoted. The children will also create artwork to support their PYP unit of inquiry, Various Factors Cause Civilisation To Change Over Time.

**ART – Paul Cochran**

At Level 4, students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and tools to plan, develop, refine, make and present arts works. In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their arts works and make changes to realize intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

In semester two, the year 6 students will be working towards PYP Exhibition based around the PYP Transdisciplinary Theme- “How The World Works: the impact of scientific and technologic advances on society and on the environment.” Our Visual Arts program will support the exhibition preparation by exploring a unit of work based around using everyday objects to create a work of art, (ie. objet trouvé - found art).