Dear Parents/Guardians,

We would like to welcome back all our children and parents for our final term at Seabrook Primary School. We sincerely hope that we can continue to work in partnership with all parents and guardians to deliver an inspiring and challenging curriculum.

We’d like to take this opportunity to thank everybody involved in our successful PYP Exhibition last term. The kids showed curiosity and creativity in a magnificent display of their learning.

This term is filled with many more exciting experiences like our graduation ceremony celebration and Adventure Park fun day. All of these activities will involve a considerable amount of our time and energy this term as our dedicated students strive to make this a memorable last term.

ENGLISH

In English this term, the focus will be on Explanation texts. We will be reviewing our work earlier in the year and extending our students where appropriate. Students will continue to write reflections to evaluate their learning and will use their personal journals to document experiences during the final journey at Seabrook Primary School.

Students will continue to refine all the elements of the writing process (plan, draft, edit and publish) to achieve purposeful, well structured and detailed texts. Writing sessions integrated with PYP inquiries will be used to monitor and develop the following essential writing skills:

- Identify likely audience and adjust writing to achieve impact.
- Conduct research effectively in order to select appropriate information to fulfil task demands.
- Use a plan to develop and organise ideas.
- Sustain coherence and cohesion throughout text.
- Modify and restructure phrases, paragraphs and whole texts to clarify and achieve precise meaning.
Reading will continue to take place during literacy sessions. During these reading sessions we will teach children to read with expression and to interpret and comment on views presented by the author. Children will be reading non-fiction books and investigating websites in relation to our inquiry topics of ‘Peace and Conflict’ and ‘Rituals and Celebrations’. The major focus during the website investigations will be looking at key words and forming summaries. We will also work together to strengthen children’s ability to:

- Read and comprehend text that is abstract and removed from personal experience.
- Make critical comparisons between texts.
- Talk with others about interesting or difficult content.
- Use a range of strategies automatically when constructing meaning from text including self corrects, re-reads, reads on, slows down and sub vocalising.

This term, the students will be reading a range of texts relating to the celebrations inquiry and their personal interest. The students will use relevant prior knowledge to predict when reading, forming hypotheses about what might occur next. When reading, students will bring knowledge from life experiences and knowledge about the text, and form predictions based on this prior knowledge before and during reading.

Readers often first read the front and back covers, read the contents, skim the text, and form predictions about what might occur. They compare their predictions with ideas in the text, and they evaluate and modify their predictions as necessary. They reflect on their predictions and on what they have read, and may review their knowledge base to construct new understandings.

Spelling will be integrated throughout reading and writing activities. All children will be encouraged to focus on:

- Using meaning as a guide to spelling.
- Understanding the social importance of spelling – insist on correct spelling, even with unfamiliar words.
- Developing strategies for remembering the spelling of difficult words.
- Accurately spelling prefixes, suffixes, contractions and compound words.
MATHEMATICS

Term four in mathematics will be used to revisit, finish off, catch up and link relationships between units of work covered in the first three terms.

Within Mathematics, in term four, the children this term will continue to consolidate and expand upon their number concepts, including the four processes and place value. We will spend time revising mathematical concepts from the following areas:

Number
In the area of number children might:
- Investigate and perform calculations with positive and negative numbers.
- Analyse a problem situation, which may involve several different operations, decimal numbers, negative whole numbers and common fractions.
- Use estimation strategies to check the results of written or calculator computations.

Measurement
In the area of measurement children might:
- Investigate relationship between volume, mass and capacity.
- Solve area and perimeter problems and problem solve questions relating to these.
- Be provided with opportunities to share estimation strategies (communicating mathematics) and to refine their estimations.
- Estimation will be incorporated into all measurement experiences.

In the area of space children might:
- Sketch cross sections of 3D objects.
- Enlarge 2D and 3D shapes and note what happens to their areas and volumes.
- Investigate lines of symmetry and rotational symmetry for various shapes.
Earn and Learn

The Earn and Learn Program by Rob Vingerhoets will also be incorporated into our weekly maths session 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.

INQUIRY LEARNING

Our fifth inquiry of 2013 will involve the students exploring the idea of peace and conflict. The central idea for this unit of inquiry will be; ‘There are many ways that people work together to create a peaceful world’

This will involve an inquiry into the following aspects;
- Causes of conflict around the world
- Living and working together peacefully
- Conflict resolution and management between cultures.

Teachers will pose the following questions as part of this inquiry:
- In what way is peace an active rather than passive state?
- Can differences be resolved without conflict?
- What are some of the reasons for conflict taking place in the community?
The final unit of inquiry for 2013 is within the transdisciplinary theme of ‘How We Express Ourselves’ and is based on rituals and traditions. This unit of inquiry will explore the central idea;

‘Rituals, traditions and artefacts provide a window into the beliefs and values of cultures’.

The key concepts for this inquiry are ‘function: how does it work?’, ‘perspective: what are the points of view?’, and ‘reflection: how do we know?’. 

Student learning will be guided through the following lines of inquiry: different rituals, events and traditions are deemed significant to various cultural groups, and artefacts symbolise some beliefs and values.

As part of the summative assessment task (at the end of the inquiry) students are required to take action to demonstrate a level of understanding about what they have learned. In taking action, the Grade 6 students will present to family and friends the graduation ceremony, a traditional Seabrook celebration that marks the end of primary education and the beginning of secondary.

Inquiry learning is engaging, it promotes taking action and lifelong learning, and therefore we are asking our parents and school community to assist us in the inquiry process by taking opportunities with students to discuss their personal knowledge and experiences in relation to these inquiries at home. Parents and students can work together to collect ‘Artefacts’ which can include items like newspaper articles, posters, books, pamphlets, photographs or equipment that are related to our inquiries. Please encourage your child to send them to their classroom (clearly labelled) as they are a valuable tool in initiating conversations. The Primary Years Programme states that some of the most powerful learning can come from the use of ‘Primary Resources’. For our students this means connecting with people from the community, both local and global who are willing to share and talk about their experiences and knowledge. If you have information to share or a story to tell, please contact one of the grade 6 teachers to organise a time, as your experiences are a useful resource to our students learning.
The Primary Years Program will continue to be central to all learning across the curriculum. Students will continue to focus on the Learner Profile (both in and out of classrooms) and explore how this supports us to be international minded, lifelong learners.

Students will continue to use the Learner Profile in the everyday interactions as well as to reflect upon their learning. The PYP attitudes will continue to guide students into expectations and assist them in being responsible role models as grade 6 leaders of Seabrook Primary School.

Congratulations to all our year six children who have conducted themselves in a responsible and cooperative manner, as we work hard throughout this final term of school.

We look forward to your continued support,
Kind regards,

Erin Hayes, Georgia Jennings and Michael Bell

2013 Year 6 Team
HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott

During term four, the year six students will continue to refine and expand their range of skills including, throwing, catching and striking. The main focus will be on two-handed striking and stick spots (e.g.; hockey, golf and cricket, soft cross) and a punting unit (AFL based).

Students will explore and improve their striking and two handed techniques using a variety of sports/activities like hockey, cricket, soft cross, badminton and golf. They will focus on techniques such as: having eyes on the ball/implement throughout the strike, standing side on to the target, stepping with the opposite foot to that of the striking hand/arm, sequential hip to shoulder rotation during the strike and following through towards the target around the body. They will complete passing, dribbling, shooting, carrying, scooping, trapping, hitting and catching skills connected to each area.

Children will participate in a range of kicking/punting techniques such as keeping eyes on the ball through the kick/punt, holding the ball at hip height, stepping forward with the non-kicking leg and bending the knee of the kicking leg during the backswing for the kick/punt. Students will explore a range of kick types (drop punt, torpedo, check side and snap kicks) as well as practicing using both feet to kick with.

Students will also have an opportunity to participate in a Kanga 8’s competition.

The PYP Attitudes and Learner Profiles are consistently used during our Physical Education sessions. Students are encouraged to reflect on how they are using each PYP Attitude and Learner Profile.

ITALIAN - Ros Savoia, Paula Thomson & Laura Di Sisto

This term in Italian, the children will focus their language and cultural learning on ‘Personal description” and “Christmas in Italy”. 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 and writing and speaking in the language will allow the students to develop many varied and appropriate descriptive responses to do with personal identity. Previously learnt language and current vocabulary will be used to determine new meanings. The students will be exposed to information related to Christmas in Italy and relevant facts/cultural aspects to do with the celebrations held and importance of the festivities over the Christmas period in Italy.
ART - Julie Comer

The children will create art works in the art forms of drawing, construction and collage. The children will combine and manipulate art elements (e.g. line, shape, colour etc.) and principles (e.g. symmetry, repetition etc.) in the creation of their art work. The children will develop art works that communicate experience and observation of the environment around them. They will also be engaged in discussions and written reflections where they can express and compare personal opinions about art works. The children will also be using their creativity to develop art works related to festivities and celebrations such as Christmas. The children will be encouraged to display the qualities of all aspects of the Primary Years Program, Learner Profile and in particular to be:

Communicators. The children will be involved in discussions in the art room related to art development and art appreciation as well as the understandings they are developing in relation to their PYP classroom unit of inquiry. The children will be encouraged to participate in discussions to express their ideas. They will be encouraged to speak confidently using the new “art” words and language that they have been exposed to. The children will be working in an environment that encourages them to be confident speakers and effective listeners.

Reflective. Having been exposed to a range of quality learning experiences and opportunities in each art activity the children will be asked to give careful thought to their work and then assess what they believe are the strengths and successes they have displayed as well as their thoughts for what they might do differently. The purpose of this being to develop in children responsibility for their own learning in art. It is an opportunity to celebrate successes and to support personal development.

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 term four the students will complete a one-point perspective drawing of a street in the ancient city of Pompeii with Mt. Vesuvius erupting in the background. This art work was inspired by their earlier PYP Unit of Inquiry- ‘Various factors cause civilisations to change over time.’

We will conclude the year with a Christmas craft activity suitable for all students, involving a number of tools and materials unfamiliar to our grade sixes.