Dear Parents/Guardians,

We have started Term 2 off with an enthusiastic and committed approach and are looking forward to another term with you and your child. This term promises to be a busy and fulfilling time as we continue to learn and work together. During 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 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 modeled 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 modeled 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 for the start of this term will be Questions and 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 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.

Another reading focus for term 2 will be using our relevant prior knowledge to predict when reading.

Thoughtful readers use relevant prior knowledge to predict when reading, forming hypotheses about what might occur next. When reading students bring knowledge from life experiences and knowledge about the text, and form predictions based on this prior knowledge before and during reading.

- Thoughtful readers often read the front and back covers or skim a 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 what they have read, and may review their knowledge base to construct new understandings.
Throughout term 2, two writing genres will be studied in grade 6, Narrative and Exposition writing.

Students will visit all elements of the writing process:
- Planning— time to gather ideas, brainstorm, read and discuss.
- Drafting— time to get their thoughts down on paper, produce their first draft.
- Conferring— time to receive feedback from others.
- Refining— time to revise, edit and proofread their work.
- Publishing— time to share their work with others.

Writing will involve, using the following criteria;
- Audience
- Text structure
- Ideas
- Vocabulary
- Cohesion
- Paragraphing
- Sentence structure
- Punctuation
- Spelling

Through continued modelled and interactive writing sessions, students will develop a broader range of vocabulary, a variety of sentence structure and use punctuation more accurately.

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 areas of Number & Algebra, Measurement & Geometry and Statistics & Probability. The following Teaching Focuses will be covered throughout term two:

Number...
- Continue work from first term in place value.
- Extend understanding of operations with whole numbers, fractions and decimals. Focus on multiplication and division.
- Devise and use mental and written methods to add, subtract, multiply and divide whole numbers and to estimate answers.
- Use written methods to multiply, decimals and fractions. Recall basic multiplication and division facts.
- Use estimation procedures to predict the results of computations.
- Use materials to explore decimals, ratios and percentages as equivalent forms of fractions e.g. \( \frac{34}{912} = 0.75 = 75\% = \frac{3}{4} = \frac{6}{8} \).

Structure...
- Use number properties, such as the distributive property for multiplication over addition, to create numerical expressions with the same value.
- Recognise inverse operations (i.e. multiplication / division).
- Recognise that the ‘identity’ for each operation has no effect: the number 0 for addition or subtraction, and 1 for multiplication or division.

Measuring and calculating...
- Estimate and measure lengths (including perimeters) area, and capacity in metric units using appropriate instruments and scales.

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

Moving towards probability...
- Investigate how symmetry in chance situations (e.g. dice or coins) creates equally likely outcomes.

Collecting and handling data...
- Calculate averages (mean, mode and median) and measures of spread (e.g. range) for ungrouped data using a calculator.
- Calculate the mean, median and range.
INQUIRY LEARNING

Children will be working through two units of inquiry this term. The first one being ‘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 in civilisations.

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, be guided to explore the social systems of the people and societies involved, and the factors that influence their change.

To coincide with our trip to Canberra, term two will continue with an inquiry into Civics and Citizenship and more specifically, 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 become engaged in Australia’s cultural heritage and explore our democracy, values, unity and achievements as a nation. We also aim to provide a forum for investigations into other systems of government around the world.
Lastly, all year six students will be participating in Interschool Sports sessions. Once the summer sports gala days are over, the winter sports for Term Two are football, netball, volleyball, softball 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.

Emma Neal, Anita Uschakov, Erin Cuthbertson, Simon Luthi & Michael Bell
Grade 6 Teachers
HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott

During term two, the grade six students will continue to practice basic Fundamental Motor Skills (Two Handed Striking - My Golf), (Foot Striking - Soccer) as well as completing various Gymnastic strands (Static Balancing, Rhythmic and Springing and Landing activities). They will participate individually, in partner and group based activities.

- Children will learn about and practice putting, chipping and longer iron shots/techniques in a range of activities that are part of the ‘My Golf’ program.
- Children will practice dribbling, passing, trapping and shooting using individual, partner and group activities. They will focus on techniques such as: having eyes on the ball throughout the strike and stepping towards it with the foot opposite to that of their striking foot, trapping with either foot and using different parts of the foot to strike the ball.
- Children will be introduced to a range of Rhythmic, Static Balancing and Springing and Landing Gymnastic movements and activities e.g. individual static balances, partner supports and wall balances eg; a ‘Double Decker’ or ‘Wheelbarrow’ and small group balances eg; a pyramid or 3 person support. Also the use of hoops, balls, ribbons, rings, juggling equipment etc. whilst exploring different movement patterns and routines. And jumping and landing on ground level, from elevated positions and using equipment including a mini-trampoline, springboard and vaulting horse.
- Children will have the opportunity to try out the District Cross Country.
- Children will have the opportunity to participate in a range of winter inter school sports competitions (AFL, Soccer, Netball, Softball and Volleyball).
- Children will have the opportunity to participate in the District Cross Country sports.
- 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

This term in Italian, the children will continue to focus their language learning on “Italian Immigrants in Australia”. The students will be involved in reading and research tasks that include aspects of Australian and Italian history, culminating in mock interviews and posters. In the second half of the term, students will revise and recycle language related to feelings/emotions - “Our thoughts and actions affect the way we feel” and learn to use new expressions and structures in everyday conversation. The Italian classroom will be displayed with related vocabulary, phrases and picture examples to encourage children to practise using and communicating in the language relating to themselves and their world.
PERFORMING ARTS – Adam Smith

Performing arts will consist of four main disciplines Singing, Music, Drama and Dance. The performing arts program endeavors to develop confidence and creativity in a safe and fun learning environment. All students are required to participate with the focus being on risk-taking by having a go, testing limits and discovering new abilities or interests. The Grade Six students will continue to undertake an independent ongoing performing arts inquiry to satisfy the requirements of the Victorian Curriculum. To do this the students will use the conceptual lenses of ‘Function, Change and Responsibility’ to explore the central idea that ‘The performers objective is to provoke.’ The lines of inquiry of the function of a performer provoking another performer or audience, the change that can occur when a performer changes or influences an audience ideas or beliefs and the social responsibility that a performing artist has to themselves and others.

The students will be assessed on this by delivering a “Inspirational” leaders speech with the intention to make their audience feel or question something.

When possible students will be making links with their classroom inquiries to strengthen understandings and explore their ideas through the performing arts. The main links with their classroom program will be on developing public speaking and presenting skills to help students express themselves during Exhibition and school leadership roles.

Undertaking these inquiries will help develop our students into independent and creative thinkers with well-developed social, communication and self-management skills.

VISUAL ARTS – 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 two the students will study the rise and fall of Pompeii using photographs, art works and a video recreation of the eruption of Mount Vesuvius which lead to the destruction of this civilisation. The students will then 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 relates to the PYP Unit of Inquiry- ‘Various factors cause civilisations to change over time.’