Curriculum Overview
Seabrook Primary School
Term 3 2016

Grade Six

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.

Our students have worked hard over the course of the first semester, completing units of inquiry on Leadership, Civilisations and the Australian Government.

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 transdisciplinary 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
- organisational 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.

Central Idea for the Exhibition...

_We discover and express ideas, feelings, nature and culture to extend and enjoy our creativity._

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.

The Exhibition will take place early term 4.
ENGLISH

Reading

Whole classroom shared and modelled reading will be continued in Term 3 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;

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.

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.
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,
- generate discussion 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.

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.
WRITING

Students will have the opportunity to apply their knowledge gained through the inquiry process, to explore information report writing. They will look at how information texts are part of our everyday lives and are used in many contexts.

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 areas of Number, Structure, Measurement, 2D and 3D Shapes, and Data. Within each area, there are many learning outcomes we are trying to achieve throughout term 3 and into term 4.

Number and Algebra

Throughout term 3, students in grade 6 will...

- Extend understanding of operations with whole numbers, fractions and decimals, using estimation and interpreting remainders as appropriate.
- Continue to use mental and written methods to add, subtract, multiply and divide whole numbers and to estimate answers.
- Mentally compute with halves, quarters, thirds and their equivalents.
- Recall basic multiplication and division facts.
- 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 (e.g. $\frac{34}{12} = 0.75 = 75\% = \frac{3}{4} = \frac{6}{8}$)
Structure

Students will...

- Continue to investigate number properties, such as the commutative, associative when operating with numbers.
- Recognise inverse operations (i.e. addition/subtraction)
- Construct and describe general number patterns using words, numbers, diagrams and symbols. (e.g. to get the next number, multiply the previous number by 2 and add 1; \( = 3 \times x + 2 \).)

Measuring and calculating

Students will...

- Estimate and measure volume (including surface area), mass and angle in metric units using appropriate instruments and scales.
- Calculate the time elapsed between two events (in hours, minutes and seconds), and use tenths and hundredths of seconds in relevant contexts.
- Measure perimeters of plane shapes (by adding lengths) and surface areas of solids (by using grids), noting sources of error.
- Using properties of two- and three dimensional shapes.

Students will...

- Use protractors to measure angles in shapes and objects.
- Sort lines in shapes and solids found in the environment according to their orientations (e.g. horizontal, vertical, diagonal).
- Create and name pairs of lines that are parallel or perpendicular.

Collecting and handling data...

Students will...

- Plan questionnaires, choose samples, and then collect and organise their data.
- Use technology to display large data sets or obtain information from databases.
EARN AND LEARN

The Earn and Learn Program by Rob Vingerhoets has been incorporated into our weekly maths sessions and should be in full swing by the start of this term. 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.

GRADE 6 SPORT

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 Cuthbertson, Emma Neal, Anita Uschakov, Simon Luthi and Michael Bell

2016 Grade 6 Team
HEALTH & PHYSICAL EDUCATION
Blair Ganley & David Trott

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.

Students will explore and work on improving their striking with one and two-handed techniques, using a variety of tennis and bat tennis shots (forehand, backhand, volley and serve). They will focus on techniques such as: having their eyes on the ball throughout the strike, standing side on to the target, stepping with the opposite foot to that of their striking arm, using sequential hip to shoulder rotation during the strike and following through towards the target around their body.

Students will explore the skills/techniques, rules and concepts involved with various athletic disciplines: shot put, discus, hurdles, sprinting/relays, high jump, long jump and triple jump. In some cases, modified equipment will be used (eg; access to soft rubber or fiberglass bar in high jump).

Students will also be given the opportunity to participate in a house team athletics day and have the opportunity to represent the school at the 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 making courageous choices, caring and reflection will be linked to the way students work and participate in Physical Education sessions.

ITALIAN - Ros Savoia

This term in Italian, students will be creative with the new language about Animals. They will complete various written and oral language tasks that involve grouping animals, their habitats and describing them using color, size and physical features e.g having feathers, wings, scales and fur. They will use, from the previous inquiry the sentence structures in the third person, with the verbs to be and to have, including the new vocabulary. The inquiry will culminate in a song creation and recording in co-operative groupings. and vocabulary from the inquiry. The Italian classroom will be displayed with related vocabulary, phrases and picture examples to encourage children to practice 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 performer’s 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 6SL, 6MB

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.

Initially, the semester two Visual Arts program will focus on the PYP Unit of Inquiry- Central Idea: “A democratic government is responsible for governing the people within that country”. The focus will be on drawing portraits of our political leaders using a ‘grid technique’. This unit of work links in nicely with the student’s term two excursion to Canberra which included a visit to Parliament House.

Later in term three, the year 6 students will be exploring detailed design through the creation of ‘Zentangles’, segmented pictures contain lots of very detailed fine-line patterns. The students will follow the design process from the basic exploration of patterns following the ‘Zentangle’ requirements through to their final A3 framed art work. AS well as creating lots of different, innovative patterns, this unit of work will require the students to exhibit patience, care and planning in every aspect of their design work.