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.

This term is filled with many more exciting experiences such as Exhibition, Ice Skating, our 2016 Graduation Ceremony, Adventure Park Excursion and Christmas Carol Night. All of these activities will involve a considerable amount of our time and energy as our dedicated students strive to make this a memorable last term.

**ENGLISH**

In English this term, 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 fulfill 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 topic of ‘Digital technologies’. The major focus during the website investigations will be looking at keywords 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 their Exhibition inquiry, digital technologies and topic and their personal interests. 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. They will spend time revising mathematical concepts from many of the following areas:

Numbers
- Numbers and place value
- Fractions and decimals
- Money and financial mathematics
- Patterns and algebra

Measurement and Geometry
- Using units of measurement
- Shape
- Location and transformation
- Geometric reasoning

Statistics and Probability
- Chance
- Data representation and interpretation

Earn and Learn
The Earn and Learn Program by Rob Vingerhoets will also continue during our weekly mathematics session this term as students, with the guidance of their teachers, manage their mini-community within their individual classrooms.
INQUIRY LEARNING

At the start of term 4, students continued working on their Exhibition, ‘We discover and express ideas, feelings, nature and culture to extend and enjoy our creativity’. Students have worked hard researching and taking initiative to organise excursion to further develop and explore their student questions. Through their Exhibition Grade 6’s will have the opportunity in week four to share and teach other students and the wider community about their new found knowledge.

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.

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 internationally minded and lifelong learners.
The final unit of inquiry for 2016 is within the transdisciplinary theme of ‘How The World Works’ and is based on technology and their advancements. This unit of inquiry will explore the central idea; Digital advances have had a major impact on our society and on the environment.

The key concepts for this inquiry are Function - How does it work? Change - How is it Changing? Connection - How is it connected to other things.

Student learning will be guided through the following lines of inquiry:
- Human creativity and ingenuity are required to create and evolve digital technology.
- Digital technology has changed over time.
- The use of digital technology and its impact on our lives (society and our environment).

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 their peers through a variety of different digital technologies.

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 students who have conducted themselves in a responsible and cooperative manner, as they work hard throughout this final term of school.

We look forward to your continued support,

Emma Neal, Sheenal Kishore, Anita Uschakov, Simon Luthi & Michael Bell

Grade 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 punting/kicking. The main focus will be on one and two-handed throwing techniques (Lacrosse), a punting/kicking and passing (Rugby) and a punting/kicking and handballing unit (AFL). Students will also be involved in more throwing, catching, passing and shooting via a Netball inquiry. They will also undertake a pre and post Beep endurance test and complete a range of fitness-based exercises during the term.

Students will explore and work on throwing and two-handed techniques using a variety of lacrosse moves (scooping, cradling, passing and shooting). They will focus on techniques such as: having eyes on the ball on the implement throughout the scooping and catching phases, standing side on to the target before passing or shooting, stepping with the opposite foot to that of the throwing arm, using hip and shoulder rotation during the throw and following through towards the target.

Children will participate in a range of AFL kicking/punting techniques such as keeping eyes on the ball on 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. In the Rugby part, students will look at the place kick off a tee stand, passing the ball in a backwards direction to a partner (static and moving), work on dodging and weaving.

Students will look at various Netball pass types (ground, bounce, chest, lob, one arm), Shooting techniques as well as learning about various positions on the court (centre, wing attack, goal defence etc.) and game strategies. Modified versions leading up to the real game version will be practiced.

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 and working on developing these during each session.

ITALIAN - Ros Savoia

This term in Italian, the students will focus their language learning on “Space exploration & technology has had a major impact on our lives.” Through the presentation of videos, books, discussion, research, listening, writing in the language and related readings, the students will learn to name and describe the planets in Italian in order from the sun. They will produce non fiction literature to share with year one students who were recently immersed in a unit of inquiry based on “space”. 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 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

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.

During four the focus in art will be the combination of the art elements/principles of line, shape, texture, pattern, space and colour. Using Bob Graham’s book ‘Greetings from Sandy Beach’ as a starting point as well as images of the famous Brighton Beach boxes - Melbourne, the students will combine art techniques, tools and materials to develop a 3 dimensional art work based around an Australian beach scene. While the structure of the activity will be similar for all students, individual students will be encouraged to personalise their work using their prior learning in the Visual Arts over the last 7 years at Seabrook.