Grade 6 Parent Information Session

Westgarth Primary School
Wednesday 3rd February 2016
Grade 6 Team

• Brenda
• Sarah
• Nettie

Shared Responsibility and Ownership of Students - Social/Emotional and Academic
Content

- Westgarth PS Values
- Day in the life of Grade 6
- Curriculum – Literacy, Numeracy, Inquiry, Specialists
- Assessment and Reporting
- Communication
- Homework
- Camps and Excursions
- Grade 6 events
- Question and Answer Time
Core Values in Grade 6

Classroom rules are based on our school values which are:

- **Respect**: We appreciate diversity and the worth in others
- **Integrity**: We aim to be consistently honest and trustworthy
- **Excellence (Being Our Best)**: We accept the challenge of new learning and always try our best
- **Working Together**: We work with others to achieve and promote the involvement and contribution of all
- **Responsibility**: We recognise we are accountable for our actions towards ourself, others and the environment
A day in the life of Grade 6

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Literacy

• Middle Years Literacy
  • Reading
    • Reading block: Whole-Part-Whole
    • Literature circles, whole class text analysis
  • Writing
    • Writers’ workshop, explicit teaching of text types
  • Spelling and Grammar
  • Speaking & Listening
Numeracy

- Classroom mathematics program:
  - Lesson structure, open-ended rich tasks
  - Targeting next point of need using work samples and pre-tests

Victorian Curriculum:
- Number & Algebra
- Measurement & Geometry
- Statistics and Probability

‘On Demand’ testing, Online Interview, Pre- and Post- Assessment
Differentiation

- Data driven instruction and point of need teaching, catering for difference and individual needs
- Pre and Post Assessment
- Team teaching approach
- Our practice is underpinned by current theory and research
Inquiry Unit Term 1

- You’re the Voice
  - Civics and Citizenship, History

Further units TBC in order to ensure alignment with the new Victorian Curriculum
Specialists

- P.E./ Inter-school sport - Rushe
- Music - John and Clare
- Visual Arts/ Spanish - Marta
- Science/ Performing Arts - Pilar and Esmi
- Kitchen/ Garden - Mary and Virginia
In years 3 to 6 the Physical Education program further develops fundamental motor skills through a range of different sports. Through simple and complex game situations students learn how to have fun while being physically active and learning skills and game tactics.

Students are taught to display good sportsmanship by encouraging and supporting other students when participating in PE.

Interschool sports- Grade 6 priority
Performing Arts are delivered in the Spanish language in one 50 min session per week in Term 2.

Students explore ideas and improvise with ways to represent them, develop an understanding of performing arts practices and share their work through performance.

Students’ functional language is constantly developed to enable increasingly sophisticated communication in the Spanish Language.

The Performing Arts, Art and Science programs are planned and delivered so that Spanish language introduced in one is recycled, consolidated and expanded in the others.

In Science, students are involved in hands on investigations that promote individual and collaborative learning.
Spanish/Visual Arts

- 55 minute sessions every week
- Following the CLIL (Content and Language Integrated Learning)
- methodology: learning content through a foreign language. Learning Spanish in a contextualised, authentic, relevant, engaging way.
- Learning Spanish through classroom communication
- Learning Spanish through art projects
- Learning about Spanish and South American art and cultures
- Support your child learning Spanish:
  - Revisit the language they have been learning at school
  - Watch movies or listen to Spanish songs.
  - Label your class
  - Website: [http://wgpspanish.wix.com/westgarthspanish](http://wgpspanish.wix.com/westgarthspanish)
This term in music, grade 6 students will be trying to reinvent and reinterpret simple folk songs. We will start by learning a traditional folk song such as “Heel and Toe Polka” using tuned percussion instruments. The next step is to deconstruct the song looking at the chord progressions and structure so that we can create an original interpretation using instruments that you might not expect to hear. The plan is to utilise the considerable instrumental talents of many of our students to create something new. We will also be continuing with the “Music Futures” program that started late last year.
Assessment and Reporting

- Parent/teacher interviews- Term 1
- Written reports Terms 2 & 4
- Student-led conferences (TBC)
- Inquiry celebrations (TBC)
Communication

- Communication is 2 way and proactive
- Making appointments –
  - Email: westgarth.ps@edumail.vic.gov.au
  - Phone 9481 5577
  - Drop in before or after school
Supporting your child at home

- Time management- prioritising tasks
- Homework
- Home Reading - 15mins each night- record in diary
- Regular discussions- e.g. current affairs
- Diary and/or homework sheet signed each week
Camps and Excursions

- Camp – Cave Hill Creek, Beaufort 8th-10th Feb
- Excursions/ incursions related to Inquiry topics
- Future Transportation Workshops (Science works)
Grade 6

- Transition to secondary school
- Grade 6 T-shirts
- Year books
- Graduation bears
- *Footsteps* graduation dance program
- Graduation- Thurs 15th December
Question and Answer

Time
Thank You