



# YEAR 6 BULLETIN



## Dear Year Parents & Students,

The Y6 EOTC camp earlier this month was a great success! We all enjoyed exchanging the four walls of our classrooms for the wide open spaces of Treasure Island! All the students and teachers were fully involved in the challenges that the Treasure Island instructors planned and developed for us! One of the great bonuses was that we all got to know each other a whole lot better! It was very exciting being able to use the live blog to share our experience with parents and students that couldn't make it.

During our 3rd unit of inquiry the students have been finding out a lot about money and how it impacts upon individuals and countries. Each class is engaged in a classroom simulation game which involves Y6 currency and classroom economies. The students are learning about salaries, taxes, investments, interest, dividends etc in a very practical manner.

Regards,  
The Y6 team

## Unit of Inquiry #3: Economics

**Organizing Theme:** How we organize ourselves

**Central idea:** Economic decisions impact upon people, communities, and nations.

### Lines of Inquiry:

- Features of Economic systems
- The impact of globalization on Economics
- How to be a responsible consumer

### Key Concepts:

- Form (What is it like?)
- Function (How does it work?)
- Connection (How is it connected to other things?)
- Responsibility (What is our responsibility?)

**Transdisciplinary Skills:** Communication skills, Social skills, Thinking skills

**Learner Profiles:** Knowledgeable, Principled

**PYP Attitudes:** Empathy, Integrity

# Important Dates to Remember



**Friday 16th December**  
Last day of term before  
Christmas holiday

**Tuesday 3rd January**  
Return back to school from  
Christmas holiday

**Wednesday 11th January**  
Primary School reports  
sent home electronically

**Friday 21st January -  
Sunday 28th January**  
Chinese New Year Holiday



## ASSESSMENT IN THE PYP

### What is assessment?

Assessment is the gathering and analyzing of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process.

### Formative assessment:

Is interwoven with the daily learning and helps teachers and students find out what the students already know in order to plan the next stage in learning. Formative assessment and teaching are directly linked: neither can function effectively or purposefully without the other. Formative assessment is often done orally.

### Summative assessment:

This form of assessment happens at the end of the teaching and learning process and gives the students opportunities to demonstrate what has been learned.

### Evaluation:

Is the process of making a judgment about student progress or the effectiveness of a programme based on sufficient assessment information.

For further information you may wish to refer to:  
<http://www.ibo.org/pyp/>

### Examples of assessment techniques and tools we use in the PYP

- \* anecdotal teacher observation
- \* portfolios
- \* checklists
- \* rubrics
- \* student self-reflection statements
- \* peer, parent and teacher feedback (written & oral)
- \* tests and quizzes
- \* oral conferencing etc

**Student work is assessed in many different ways. Many adults are most familiar with a red ✓ or X as a signal that a piece of work has been 'marked' by the teacher. From the sample list above, you can see that things have changed!**

## WHAT'S GOING ON IN

### MATHEMATICS ?

Currently we are working on Fractions, Decimals and Percentages. The students are further developing and using their knowledge in order to investigate real life scenarios, solve difficult problems and engage in mathematical investigations that focus on using these areas.

Students will continue to apply and use mathematics in problem solving challenges and as part of their *New Wave Mental* weekly Home Learning task each week. They will continue to engage with the online programmes to consolidate their learning in a fun interactive way. Please feel free to discuss Fractions, Decimals and Percentages at home with your son/ daughter when the opportunity arises eg. shopping, recipes etc, as this will strengthen their application of mathematics into the real world.

## WHAT'S GOING ON IN

### LITERATURE?

We are currently linking Fiction stories into our Unit of Inquiry. These stories relate directly to the concepts of Economics in the real world and are told in a child friendly way.

We will also be looking into financial literacy as a direct link to our unit. Classes will be creating a glossary of economic terms that need to be further explored by the students. This will assist the students in broadening their understanding of economics as well as building their vocabulary.

## WHAT'S GOING ON IN

### WRITERS WORKSHOP ?

Year 6 have recently finished focussing on Information report writing on a Chinese invention that had an influence on history. We specifically identified the features used with this genre such as language features, structure and content. As with all writing the children followed the writing process which is as follows:

Plan/prewriting > Draft > Buddy Conference > Editing/proof reading > Revising/Editing > Publish & Share.

# PHOTOS FROM THE Y6 TREASURE ISLAND CAMP!

