October 9, 2019

Dear Parents,

First, we would like to express our gratitude for your collaboration during the PYP Exhibition. Your support and encouragement have helped the children tremendously to go through this intense experience. Furthermore, this week the children will look at their assessment sheets as feedback from their assessors.

Most of them have been impressed by the work and listening to the children’s perspective about such pertinent issues. The children have learnt about the importance of being committed and principled while working in groups. They are all coming out enriched by this experience which is also preparing them for Secondary school.

Indeed, the end of the exhibition also means the beginning of the last unit of inquiry. The unit title is “Transitions”. The central idea is “**Developing skills and behaviour** could facilitate **transitions** from one **environment** to another.” The children will be learning about how to cope with changes when moving from primary to secondary school. They will inquire into:

* Physical changes: the children mature at varying rates and go through rapid physical growth. The body changes can cause awkward situations or even uncoordinated movements.
* Emotional changes: the children are vulnerable as they are self-conscious. They will begin to experience mood swings. They will need to feel safe.
* Social changes: the children will also feel the strong need to belong and be accepted by their peers as they try to develop their personality and identity.

They will identify the skills they will need to adapt in this new environment and face the challenges of growing up.

In Language, the children will:

Reading:

* Ask and answer questions by citing evidence from texts
* Revise their initial ideas about characters based on new details provided by the author
* Identify key ideas, details or events in the text and use these to summarise

Writing:

* Write structured paragraphs
* Write a description of the setting
* Use sensory images to add details to their writing
* Use appropriate structure for different genre of writing

Visual Communication:

* Respond to illustrations in order to describe the mood
* Understand how visual elements contribute to the meaning of texts

Oral Communication:

* Independently use strategies when listening, e.g. make accurate notes and summaries during exhibition
* Show open-minded attitudes when listening to other’s points of view

In Maths, the children will:

* Identifying positive and negative integers on a number line
* Solve problems involving profit, loss and percentages
* Use simple algebraic equations
* Understand and find surface area
* Understand and find approximate circumference of a circle
* Find interior and exterior angles of a triangle
* Find average using mean, mode and median
* Determine theoretical probability of an event and explain why it might differ from experimental probability

You can help your child at home by:

* talking to them and discussing anxieties related to growing up and moving to secondary school
* reassuring your child that the changes that occur during adolescence are natural
* reading fiction texts and allowing children to ask questions. You need to make sure that s/he is citing evidence from the text while answering them.

**In French, students will:**

* Use skimming, scanning, synthesizing and comparing strategies in reading informational texts/ books from the school library and internet to discuss, take down notes and present the data collected about emotional changes during adolescence period.
* The use of extracts of literature, “L'Enfant d’Hiroshima” from Isoko and Ichoro Hatana, informative texts, poetry of Paul Verlaine which will help children understand changes in their lives and hence the concept. They will make connections between prior knowledge and new information presented. They will also take information from extracts of text and add own ideas, draw conclusions and discuss their questions. They will demonstrate their own interpretations of one of the extracts of the text through a written conversation. Over and above, they will also explore explicit and implicit information to make sense of a few extracts of the text and will understand that there are hopes, dreams and feelings associated with adolescence. Finally, they will express their feelings and thoughts about sensitive matters in their preadolescent lives in a diary.

**FAL (French as an Additional Language):**

After having completed the exhibition, the students of FAL students from Year 6 were welcomed back to the FAL class. We started to work on transports. To introduce the topic, they were invited to learn the song “T’chou T’chou le petit train – Dorothée.”

www.youtube.com/watch?v=p9h0EUtazp8

Then, they were given pictures of different means of transports and were asked to determine whether these transports are used on land, underground, on water or in the air. They were also asked to state the place related to each transport example plane – airport, ship – port.

Some of the new words the students came across are: bâteau/boat, taxi, avion/plane, navire/ship, bus, train, hélicoptère, autoroute/motorway, chemin de fer/railway, etc.

**Important information:**

You should have also received an email for the **Student-Led Conference** on **Thursday, October 24th**. Please complete your time slot on the form and note that **your child should come to school in their school uniform**.

Moreover, Year 6 are preparing for their **School Graduation Ceremony**, which will be held on **Tuesday, November 12th at 11:00 am**. The students are expected to come dressed formally for this special occasion. More details to follow closer to the event.

We look forward to an exciting and busy end of term.

Best regards,

Year 6 Team