

YEAR 6 TERM 3 CURRICULUM NEWSLETTER



Welcome to Term 3

Dear Families,

Thank you for your continued support of your child's learning this year. We hope the children had time to rest and prepare themselves for the second semester of the year. We have many exciting learning experiences this term, from rocket building and the Book Week Parade to visiting St Patrick's Cathedral and celebrating the Sacrament of Confirmation. What a great term of learning we have to look forward to!

We look forward to continuing our partnership with you to support your child in their learning journey. If you have any questions or would like to chat, please don't hesitate to get in touch via email, Seesaw, or by popping in. We are available to meet with parents before school each day, and after school on Monday, Thursday, and Friday.

Stay in touch

Year 6M - Nicole Marevic & Melissa Szulik
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Year 6R - Mr James Reitmaier
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Upcoming Events

- **July**
 - 13th - Term 3 starts
 - 16th - Confirmation Family Night
 - 17th - Grandparents Day Mass
 - 21st - Rocket Incursion
- **August**
 - 5th - Excursion to Mary MacKillop Heritage Centre
 - 26th - School Closure Day
 - 28th - Book Week Parade
- **September**
 - 4th - Father's Day Mass
 - 10th - Confirmation @7:00pm
 - 18th - End of term

Reminder:

We kindly request each family to provide their child's class with one box of tissues.

Timetable

	6M	6R
VISUAL ARTS	THURSDAY	THURSDAY
MUSIC	WEDNESDAY	N/A
S.T.E.M	THURSDAY	THURSDAY
P.E.	FRIDAY	MONDAY & WEDNESDAY
ITALIAN	MONDAY	FRIDAY

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Faith Life

FAITH LIFE QUESTION:

How does the Holy Spirit guide and empower people to make a difference in the world?

UNDERSTANDINGS

- Baptism and Confirmation are closely connected sacraments that welcome and strengthen people in the Christian community.
- The Holy Spirit guides and empowers Christians to live with faith, courage and compassion.
- The gifts of the Holy Spirit help people grow as disciples of Jesus and contribute to the mission of the Church.



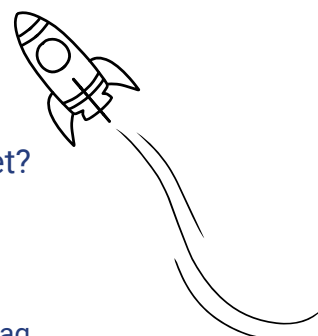
Inquiry - Design Technologies

COMPELLING QUESTION:

How can I use the design process and create and make an optimal rocket?

UNDERSTANDINGS

- Rockets have changed over time.
- There are four forces acting during the flight of a rocket: weight/thrust and lift/drag.
- Stability is important in the flight of rockets
- There is a process scientists follow to solve problems and make discoveries (questioning, planning, conducting then collecting, analysing & evaluating, making conclusions).



Social and Emotional Learning

Topics: We will continue to unpack our Behaviour Matrix to guide our behaviour and help us to understand what is expected of us at school, in learning spaces, outdoors, around the school and online. We'll also learn about Gender norms and Stereotypes.

UNDERSTANDINGS:

- The actions of peer and adult actions can have an impact on gender norms
- Gender expectations can influence the way people think, behave and interact with others as they grow up
- Respectful relationships are built and sustained through specific positive behaviours, mutual respect, and communication.
- Proactive peer support and help-seeking strategies empower individuals to stay safe and navigate difficult situations.



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English

Reading and Viewing

The students will:

- identify and discuss how the authors use language to convey meaning
- explain the effects of visual devices in texts
- identify and discuss the plot, character and settings in a text
- interpret the literal and inferred meanings of a text
- compare and contrast texts by different authors
- identify and discuss literary devices (similes, metaphors, hyperbole) within texts.



Writing

The students will:

- write complex sentences
- combine simple sentences together to form a complex sentence
- create a book opinion report
- plan, write and edit a narrative text using the correct structure and features
- practise joining printed text to develop handwriting fluency.

Grammar

The students will:

- identify and create phrases (appositives) that give extra information about a person, place or thing in a sentence for example, 'My childhood friend, **a talented baker**, made a beautiful cake for the party.' In this sentence, "a talented baker" is the appositive. It gives the reader more information about the friend.
- use quotation marks to punctuate direct speech and dialogue.

Speaking and Listening

The students will:

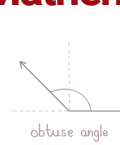
- respond to teacher directions by participating in daily reviews and whole class tasks
- ask and respond to questions to clarify thinking
- participate in and contribute to discussions.

Spelling - Spelling Mastery (30 min sessions, 3 sessions per week)

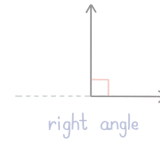
The students will be in differentiated spelling groups which will focus on:

- phonics - sounds that the letters make
- morphology - prefixes, suffixes and base words
- spelling rules for the irregular spelling of words.

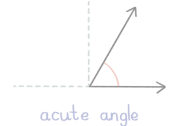
Mathematics



obtuse angle



right angle



acute angle

Year 6 - Measurement

The students will:

- identify and calculate the unknown angle of angles
- convert between common metric units of length, mass and capacity.

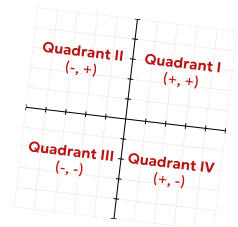
$$\frac{2}{3} + \frac{3}{5} =$$

$$\frac{3}{5} - \frac{4}{7}$$

Year 6 - Percentage, Fractions and Decimals

The students will:

- solve problems involving addition and subtraction of fractions
- multiply and divide decimals by multiples of 10.



Year 6 - Space

The students will:

- read and plot coordinates on a Cartesian plane
- describe and perform translations of a shape
- identify tessellations and explain what makes a pattern a tessellation.

Learning At Home

The students are expected to:

- read for at least 20 minutes a night, five days a week. This needs to be recorded in the Year 6 diaries and on Seesaw.
- complete at least two *my numeracy* tasks through Essential Assessment, with optional tasks being Jetpack Algebra, Sunset Maths or Timetable Rockstars. This is to be posted on Seesaw when completed.
- Any incompleting tasks at school, may also be sent home for completion.

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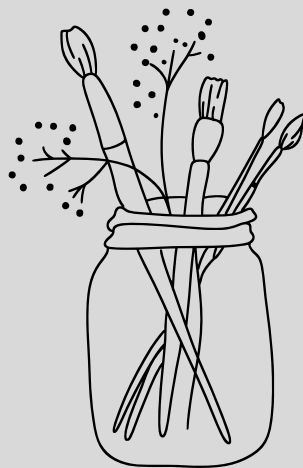
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Visual Arts Jo Butler

The students will :

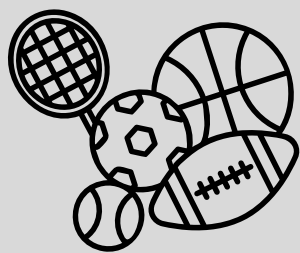
- identify regular and irregular/organic shapes and use them to create a relief artwork
- experiment with line, pattern, space and value to create optical illusions as seen in Op Art
- respond to a Book Week text through art making
- use digital tools to record and respond to art making.



S.T.E.M Kim Nguyen

The students will:

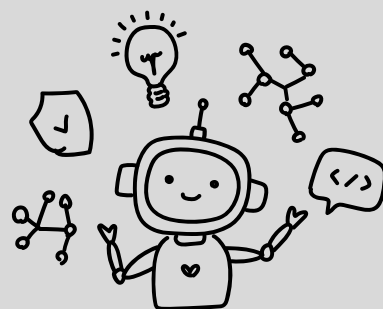
- explore the different stages of the 'Design Thinking Process' through practical experiences
- visualise design ideas to create a 'Fidget/Sensory Board', by producing sketches, models and labelled drawings to explain features
- choose appropriate materials, tools and techniques to safely construct their sensory/fidget board
- modify design ideas based on evaluation to improve the product, for example modifying and element on the sensory board to make it move smoother.



Physical Education Ian Miller

The students will:

- engage in team games, demonstrating positive contributions through communication and collaboration
- consolidate and extend their application and execution of defensive and offensive tactics when participating in team games
- engage in athletics track and field events, consolidating and extending the execution of techniques specific to each event.



Performing Arts - Music Jennifer Marshall

The students will:

- explore the music elements of rhythm and beat
- use percussion instruments to play their own rhythm compositions
- use digital technology to manipulate and compose rhythms.
- rehearse a song for Carols night.



Italian Matteo Maccio

The students will:

- investigate the unit "Uno stile di vita sano" (A Healthy Lifestyle) by identifying and discussing nutritious foods and healthy drink options
- recognise and describe healthy habits and lifestyle choices that help maintain fitness and wellbeing throughout the week
- compare and contrast their own eating habits with those of the Mediterranean diet, identifying key similarities and differences.