

Year Six Term Four 2024

Routines

Monday

- Brief assembly 8:40am
- Sports Uniform (6S & 6P)

Tuesday

- Library, Music and Japanese rotations
- Sports Uniform (6D)

Friday

- Sports Uniform
- Awards Assembly 8:40am

English

Students will deepen their understanding of the textual concepts of 'narrative' and 'imagery, symbol and connotation'. They will learn how authors write engaging narratives using figurative language and events that create tension. Students will identify and experiment with narrative conventions such as subverted plots. They will use their personal lived experiences and innovate from the mentor text to create a narrative, song and multimedia presentation, applying their understanding from the unit.

Autobiographies

Students will continue to put together their autobiographies and complete them by the end of Week 4.

Library

The Focus remains on developing the student's love of reading. OLSS reading challenges are a fun way to encourage the students with their reading.

The students will look at Cybersafety focusing on the topics: Finding a balance in a digital world, Digital footprints and cyberbullying.

They will complete the year by creating a Book Rap for the younger students.

Religious Education

This term we will explore creation as a gift from God, which we are called to care for and protect. In this unit, students will develop a deeper understanding of God as creator and will appreciate more fully that creation is good. We are called to be one with each other and the earth community.

The unit focuses on developing an understanding of our responsibility to care for God's creation. It also

explores our decisions to respect and care for the environment which will affect our world, both now and in the future. Students will identify issues of misuse and mismanagement in the environment and explore how we, as stewards of creation, can respond appropriately and compassionately. The unit will introduce the concept of 'ecological conversion' which calls us to change the ways in which we relate to each other and to the whole of God's creation. The students will identify their call to challenge those ways and structures that oppress and exploit creation



Mathematics

Using the new Math's curriculum, emphasis will be placed on consolidating and extending basic skills and developing problem solving skills. Each area will involve a variety of mathematical processes designed to expand students' understanding.

Students will complete pre assessments for each unit which enables the teacher to ascertain students' prior knowledge to direct learning. A post assessment shows student improvement as well as highlighting areas that need further consolidation. We will focus on the following areas:

Multiplicative Relations, Fractions and Decimals, Measurement, Angles, 2D and 3D Shapes.

Geography - A Diverse & Connected World

Students will continue to explore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world's people, including the indigenous peoples of other countries. Students will explore and reflect upon similarities, differences and the importance of intercultural understanding.

Creative Arts

Visual Arts

The students will study the art of various Street artists as stimulus for their own street art inspired artworks. They will complete individual and group works of art, looking at the use of different mediums including chalk, paint and multimedia.



Music

This term in Music the children will learn to play 'Three Little Birds' by Bob Marley on the ukulele. They will also cover the music genre reggae.



Personal Development/Health/ Physical Education

PDH

Students will be focusing on Leadership through the Peer Support Program which will focus on Rock and Water. This will involve a leadership day early in the term and then students will lead their K-5 small groups.

PE

Students will focus on *Super Strategies*.

Through various activities, students will practice skills including dodging, passing, teamwork, object control and speed in movement. Skills will be based around the sports of tennis, cricket, touch football, basketball and volleyball.



Japanese



Students will explore modes of transport. They will recall frequently used transport vocabulary and read and write hiragana, katakana and high-frequency kanji. Students will explore travelling to Japan. They will create a holiday itinerary researching, locating and classifying information on key tourist attractions, accommodation, flights and transport. They will reflect on their experiences, identifying similarities and differences to travel in Australia and Japan.

Science

This unit incorporates an engaging game called *Stair Jumper*. Students become user interface detectives, identifying areas for improvement in the game's interface. Through interactive activities and collaborative exercises, they delve into the essential elements of user interface design. Students work together to assess in-game screens, analyse code and make real-time modifications to enhance the user experience. Students delve into the logic of algorithms by exploring flow chart symbols and the decision-making processes in programming.

Communication

If you need to discuss any issues with us, please feel free to write a note to send in with your child. Alternatively, if there is something specific you would like to discuss with regard to your child's progress, please either ring the school office or send an email or note to organise an appointment.

Please ensure that you regularly check Compass for relevant notifications

Homework

- **Autobiographies**
- **Maths Mentals**
- **Absentees:** If your child is absent, please remember to log in to COMPASS and explain the absence. If your child is late you must go via the office to sign them in.

IMPORTANT DATES

30th October – Rosary Day

8th November – Staff Spirituality Day (Pupil Free)

29th November – Market Day

9th December – Year Six Reflection Day

13th December – Year Six Fun Day

17th December – Year Six Graduation