



CURRICULUM OVERVIEW – TERM 1

Year 6Ariba

ENGLISH

**Main Focus:
Imaginative
Texts**

Term 1 focuses on understanding and experimenting with language features and vocabulary choices to engage an audience. An emphasis will be placed on figurative language such as personification, simile, and metaphor, as well as vivid verbs and adverbs. We will use comprehension strategies such as connecting, predicting and inferring to interpret and analyse information and ideas in literary and informative texts.

MATHEMATICS

**Main Focus:
Number**

The learning for this term will be focussed on: Using mental and written strategies to solve problems involving the four operations, including numbers with decimals. The students will also learn about composite, prime, square and triangular numbers. Learning will occur by using visual and concrete materials, whole class, small group and individual work.

RELIGION

**Fertile Question
Jesus – Who do
you say he is?**

In this unit, students will investigate the many images and titles of Jesus found in scripture. They will explain how a title of Jesus describes his relationship to God the Father and/or humanity. They will gather information to understand the four Gospel writers and why they portrayed Jesus the way they did.

HUMANITIES & SOCIAL SCIENCES

**Main Focus:
Australian
Federation and
Government**

Students will investigate the development of Australia as a nation, particularly after 1900. They will explore the factors that led to Federation and the changing rights and status of Aboriginal and Torres Strait Islanders and women during this time. Students will also examine Australia's democratic system of government and how laws are developed.

SCIENCE

**Focus:
Changes –
Reversible and
Irreversible**

Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They will plan investigation methods using fair testing to answer questions.

THE ARTS

Music

Students learn more complex rhythm patterns and explore various drumming patterns. They notate, arrange and perform their pattern to the Cup Song. Students explore tempo and dynamic variations and how this impacts the effect of their performance. They study Australian Indigenous music and learn about the key features in this genre. Students sing Australian and Indigenous songs with tuned percussion ostinato.

Drama

Students explore and extend their knowledge of the elements of drama and how they shape character, voice and movement in improvisation. They will work collaboratively and learn to assess their own and others work based on certain guidelines.

Visual Arts

Students will be engaging in lessons that link directly to other curriculum areas.

Japanese

Students will cover the basic geography of Japan and major cities, the seasons and how they differ to Australia, as well as describing the weather. Some basic kanji will be learnt, as well as extending the student's knowledge of hiragana.

TECHNOLOGY

Design

Students will examine the main components of digital systems and their different functions. For example: keyboards, microphones, speakers and projector. Students digitally transmit data between two digital systems. For example: using a cable or wirelessly.

HEALTH AND PHYSICAL EDUCATION

Health

In this unit, students will identify and explain the health-related fitness components used in various physical activities. They apply the elements of movement to design a fitness activity station to develop a health-related fitness component.

Physical Education

Students will:

- demonstrate defensive and offensive play in modified games
- propose and apply movement concepts and strategies to perform movement sequences at different levels using different types of equipment
- learn AFL and Netball skills and strategies

HOMework

In **Years 4 to 6**, homework (including student reading) should not take longer than *three hours* per week i.e. approx. *4 sessions of 45 mins*. This time should include student reading approx. 20-30mins + other activities approx. 20-30mins. This time does not include parents reading to children for pleasure.

Weekly Spelling: This term, we will be focussing on prefixes and our spelling words each week will reflect this. Each Friday, students will be assessed on their progress.

Number Facts: Students are expected to revise their times tables for improved speed and accuracy. Learning these is part of their weekly homework.

Reading: Encouraging regular reading – silently and out loud is the best homework your child could ever do. Students are expected to read 15 minutes a night, in addition to the above homework.

Uniform: Formal – Monday, Tuesday and Thursday Sport – Wednesday and Friday

SIGNIFICANT DATES & EVENTS

* **Japanese:** Friday

* **PE:** Friday

* **Music:** Tuesday

* **Drama:** Wednesday

* **Senior Camp:** Wednesday 14th February – Friday 16th February

* **Year 5 and 6 Reconciliation** - Friday 23rd March

* **Library:** Monday

* **Whole School Opening Mass & Commissioning of Year 6 leaders** – 8th February

* **Walking Wheeling Wednesday** – That's My Team Theme Day 28th February

ADDITIONAL INFORMATION

- Students should not be at school before 8.20am.
- Students who arrive late to class cause a disruption to the learning environment.
- Students must have a school hat for lunch times, HPE and Play is the Way.
- We ask that students do not bring things to school that they treasure or are valuable. Things go missing, get broken or are lost. The school assumes no responsibility for such.
- If you wish to make an appointment regarding your child's learning I can be contacted via the office or by email.

Classroom specific – expectations; requirements; communication methods

- **Class time – versus – playtime:** Students are expected to take responsibility for being seated and ready for learning on time – before school and after lunch breaks. For the benefit of all students, it is important that we start lessons on time to ensure we cover the content and provide maximum learning time. While learning should be an enjoyable experience, students know the difference between classroom and playtime behaviours, so a greater emphasis will be placed on taking this responsibility seriously.
- **Timetable:** The timetable this term is very structured. It provides students with a consistent pattern of lessons, increased group work and rotations. The purpose is for students to take more responsibility for their own learning by being organised, well-prepared and working efficiently in class.
- **Homework:** Please refer to the school homework policy (as listed in Homework section above). For Term 1, adjustments have been made to ensure that spelling words are specific to individual learning levels and relevant to the content being learned in class.
- **Additional homework:** For students to be at the expected level for Year 6, it is important that they complete set work within the time allocated. Work not completed within a reasonable amount of time, or to a reasonable standard, will be sent home for completion that evening. Implementing such a consequence is designed to encourage students to maximise learning time and to complete set tasks to the best of their ability – the first time. In the event that additional work be sent home, students are expected to hand it in the following morning.

Contact details: I place a very high value on parent-teacher communication and relationships, so to ensure I am available if you want to discuss your child's progress, organising an appointment, where possible, would be greatly appreciated. I am otherwise available via email and will endeavour to reply as promptly as possible. nahumphrys@bne.catholic.edu.au