## CURRICULUM OVERVIEW – TERM 1

### 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.

### YEAR 6 ARIBA

### 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 Islander and women during this time. Students examine Australia’s democratic system of government and how laws are developed.

### SCIENCE

**Main 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 study Australian Indigenous music and learn about the key features in this genre. They sing Australian songs and practice listening and responding to different types of music. They notate 16 beat patterns.

**Drama**  
Students explore and extend their knowledge of the elements of drama and how they shape character, voice and movement.

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

**Japanese**  
Students will expand on their vocabulary to introduce themselves in Japanese. They will study some cultural aspects of Japan such as 'Setsubun'. Students will learn new vocabulary for reporting the weather and season changes. They will also be writing the new vocabulary in Japanese texts (hiragana and kanji).
**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**
Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing. Children will also examine the benefits of physical activity on social health and mental wellbeing.

**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, base words and suffixes and our spelling words each week will reflect this. Each Friday, students will be assessed on their progress.

**Study Ladder:** In addition to the work done in class, students can access Study Ladder at home and work at their own pace. All activities on Study Ladder support classroom learning and assist with independent and efficient working

**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.

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

**SIGNIFICANT DATES & EVENTS**

*Japanese:* Tuesday
* PE: * Tuesday
* Music:* Tuesday
* Drama:* Wednesday
* Senior Camp:* Wednesday 15th March – Friday 17th March
ADDITONAL 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, 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.
- **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. ashleigh.cheyne@bne.catholic.edu.au