



ENGLISH

Main Focus: Informative Texts

Term 2 focuses on reading and understanding the purpose and structural features of informative texts. Students will learn to use a table of contents, glossary, headings and sub headings to navigate and read informative texts. We will also explore how images like figures, tables, diagrams, maps and graphs can contribute to our understanding when reading these types of texts. Students will create an informative text and deliver a presentation on an Asian country. We will continue to focus on reading comprehension strategies such as inferring, questioning, connecting, questioning and predicting.

MATHEMATICS

Main Focus: Data and Graphing, Angles, Integers, Cartesian Plane

This term, students will:
Interpret, compare and create a range of data displays including side-by-side column graphs.
Investigate angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles.
Investigate everyday situations that use integers (positive and negative numbers) and locate and represent these numbers on a [number line](#).
Explore the Cartesian coordinate system using all four quadrants.

RELIGION

Fertile Question: How do People Live Their Faith Across the Year?

In this unit, students identify and describe many ways in which faith is lived and celebrated in the lives of believers. This includes the High Holy Days by Jewish believers; the Church's liturgical year and the celebration of Eucharist including the Our Father.

HUMANITIES & SOCIAL SCIENCES

Main Focus: Exploring a Diverse World

In this unit, students will investigate the inquiry question

- How are places, people and cultures different across the world?

Students will learn the location of major countries in Asia and investigate the differences in economic, demographic and social characteristics between countries in Asia. We will interpret information and data to identify, describe and compare patterns and trends and to infer relationships (For example: investigating the relationship between per capita income and health, as measured by life expectancy).

SCIENCE

Main Focus: Animal Migration

Science this term will explore the growth and survival of living things and how they are affected by the physical conditions of their environment. A focus will be placed on what causes migration and hibernation.

Students will investigate which animals migrate/hibernate, the reasons for migration/hibernation, where they migrate to/hibernate and how they would be affected if they did not migrate/hibernate.

THE ARTS

Music

Students sing songs from around the world and begin to experiment with their own compositional ideas using the la pentatonic scales. They notate more complex rhythm patterns and ostinato within the parameters of a drum circle. Students begin a keyboard orientation and learn to play familiar songs with confidence and fluency..

Drama

Using the book "Grimsdon" as our inspiration, we will build on our knowledge of the elements of drama. Students will work collaboratively as they use these elements to shape their choice of character, voice and movement in improvisation, play building and performances. Students will learn to assess their own and others work based on guidelines. As leaders of our school we will engage in activities that build confidence and team work.

Visual Arts

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

Japanese

The Year 6 students will be working through a unit of work with involves learning about families. The students will revise numbers (Kanji) to enable them to talk/write about the number of people in a family. They will learn language for different family members. Furthermore, the students will learn language in order to simply describe different family members.

TECHNOLOGY

Focus Area Design

Students will examine the main components of common digital systems and how they may connect together to form networks to transmit data. Using robots, students will learn the skill of coding. They will create mazes and give directions for the robots to complete the maze.

HEALTH AND PHYSICAL EDUCATION

Health

In this unit, students will examine how identities are influenced by people and places and the influence of emotional responses on behaviour and relationships.

They will be investigating how personal and cultural identities are influenced by the groups and communities to which they belong and the places to which they feel connected.

Physical Education

Students Will:

- examine the benefits of physical activity to social health and mental wellbeing
- examine and describe health-related and skill-related components of fitness and identify these in a variety of physical activities
- refine Athletics techniques in readiness for the Athletics Carnival

HOMWORK

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 students reading approx. 20-30mins + other activities approx. 20-30mins. This time does not include parents reading to children for pleasure.

Weekly Spelling: Based on a mid-year assessment at the start of term, students will receive a set of words (specific to each individual) to learn for the week. Each Friday, students will be assessed on their progress, with words not yet mastered, continued the following week, along with additional words based on individual progress and areas of need, as identified in class work. The purpose of this approach is to ensure that students are progressing at their respective ability level and that the words being learned, are relevant to the work they are doing in class.

Number Facts: Students are expected to revise their times tables for improved speed and accuracy.

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.

SIGNIFICANT DATES & EVENTS

Music: Tuesday	Anzac Day: April 25 th	Zone 6 AFL and Netball Gala Day: May 24 th and June 21 st
Drama: Wednesday	P&F Meeting: May 1 st 6.30 pm	School Photos: June 6 th
P.E: Friday	Prep Sibling Morning: May 2 nd	St Flannan's Multicultural Mass: June 17 th
Japanese: Friday	Labour Day Holiday: May 7 th	P&F Movie Night: June 22 nd
	Mother's Day Stall: May 10 th	Reports sent home: June 27 th
	WWW Walk to School Day: May 23 rd	

ADDITIONAL INFORMATION

Classroom specific:

- **Class time – versus – playtime:** Now in the second half of Year 6, 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 3, 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