



ENGLISH

Main Focus: Information Texts

Term three focusses on persuasive texts. In this unit students will read, view and listen to advertisements in print and digital media. They will investigate how text features and language combine for persuasive effect. They will demonstrate their understanding of advertising texts' persuasive features through written responses to comprehension questions, the creation of their own digital multimodal advertisement and an explanation of creative choices.

Students will continue to work on their reading comprehension goals and writing correctly structured compound and complex sentences.

MATHEMATICS

Main Focus: Fractions, Probability and 3D Shapes.

Term 3 begins with investigating fractions. Students will make connections between equivalent fractions, decimals and percentages. They will solve problems involving the addition and subtraction of fractions with the same or related denominators.

Students will conduct a range of chance experiments and describe probabilities using fractions, decimals and percentages.

Students will construct simple prisms and pyramids from nets and skeletal models.

RELIGION

Fertile Question: How does Jesus' New Law challenge me today?

Social Justice is the focus for Term 3. The students will learn about Jesus' New Law of love, grace and freedom and how they can follow this to make a difference for those in need.

HUMANITIES & SOCIAL SCIENCES

Focus: History: Migration

Students will investigate the development of Australia as a diverse society. In this unit students will explore the following questions:

- Who were the people who came to Australia? Why did they come?
- What contributions have significant individuals and groups made to the development of Australian society?

Civics and Citizenship: Australian and Global Citizenship

Students will focus on the question:

- What does it mean to be an Australian citizen?

Students will explore the shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens. They will also examine what it means to be an active and informed global citizen.

SCIENCE

Main Focus: Energy and Electricity

Science this term will explore electrical circuits as a means of transferring and transforming electricity. Students will design fair tests and identify variables to be changed and measured. They will construct electrical circuits and observe and record data from experiments. Students will also investigate how electrical energy can be generated from renewable and non-renewable sources.

THE ARTS

Music

Students complete a unit study on Funk music. They continue to explore and sing songs from around the world, both in unison and part singing. Students explore tuned and untuned percussion instruments in structured forms as well as improvisation, with a focus on boomwhackers and drum circle. They combine their skills and knowledge to compose a 'la pentatonic' song, with dynamics and tempo, to perform for the class.

Drama

Through the lens of three quality books, "Out", "The Little Refugee" and "Adrift at Sea" we will use Process drama to engage all our

senses to “feel” the experiences of refugees. This will support and extend literacy work done in the classroom, as well as work done in HASS on Vietnamese migration

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

Japanese Food and money will be the focus of Year 6 Japanese this term as the students explore and role play ordering food at a Japanese McDonald's. This unit of work covers counting items, requesting items, thanking others, paying for items and of course culturally looking at the differences of Japanese fast food chains.

TECHNOLOGY

Focus Area Design

Investigating how electrical energy can control movement, sound or light in a designed product or system is the focus for Design this term. Students will recognise the need to carefully plan and select components for a system to perform a specific task and will produce models using materials, tools and equipment to show how to control movement, sound or light.

HEALTH AND PHYSICAL EDUCATION

Health Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities. A focus will be placed on online safety.

Physical Education Students will demonstrate ethical behaviour and fair play that aligns with rules when participating in Volleyball. They will participate positively in groups and teams by encouraging others and negotiating roles and responsibilities in Volleyball.

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

Weekly Spelling: This term spelling words will be based on word building and plurals.

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

Dance Fever Monday
Music Tuesday
Sport Friday
Drama Wednesday
Library Tuesday
NAIDOC Whole School Liturgy: Thursday 26th July
Fun Run: Friday 21st September

Assembly: Monday Week 2
Japanese Friday
Science Fair: Thursday 9th August
Book Week: Dress-up and celebrations on Thursday 30th August
Dance Fever Challenge: Sunday 9th September
Catholic Education Week Liturgy: Wednesday 1st August

ADDITIONAL INFORMATION

- Students should not be at school before **8.20am** as supervision does not begin until this time.
- Students **MUST** be in the **supervised areas** at ALL times:
 - undercover area before school
 - supervised playgrounds/areas between 8:20am and 3:00pm
 - prep or church carpark after school
- 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.
- **Mobile phones** are to be handed in to the office BEFORE 8:40am and collected after school. They are NOT to be kept in bags, desks on or person.

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

*Together may we give our children
roots to grow and wings to fly.*

Hodding Carter