



## ENGLISH

### Main Focus: Poetry

Term 4 focusses on imaginative texts and looks specifically at poetry. Students will read and create a variety of poems following the correct structure, identify the relationship between the words, sound and imagery used to create effect. We will explore the use of poetic devices and figurative language, such as metaphor, simile, personification, alliteration, rhyme and rhythm. Students will be exposed to and create a variety of poems such as: narrative poems, ballads, limericks and free verse. They will plan, draft and publish a poem about a natural disaster to link with Science.

## MATHEMATICS

### Main Focus: Perimeter, Area, Order of Operations, % discounts, translation, reflections and rotations.

The learning for this term will be focused on: Perimeter, area, order of operations, percentage discounts and translation, reflections and rotations. Learning will occur by using visual and concrete materials, whole class, small group and individual work and providing real life examples and experiences.

## RELIGION

### Fertile Question What does it mean to be a prophet?

The students will learn about what it means to be a prophet – in both Jesus' time and in today's society. We will also focus on what All Saints Day means and why it is celebrated, as well as activities for Advent.

## HUMANITIES & SOCIAL SCIENCES

### Geography Exploring Australia's connections with other countries.

Students will explore how Australia is connected to other countries. In this unit students will investigate the following areas:

- Trade
- Migration
- Tourism
- Aid
- Cultural Influences

### Economics and Business Informed financial decisions

Our Economics and Business Unit will be centred around these key questions:

- Why do I have to make choices as a consumer?
- What influences the decisions I make?
- What can I do to make informed decisions?

## SCIENCE

### Focus: Our Changing World

In this unit, students explore how sudden geological and extreme weather events can affect the Earth's surface. They consider the effects of earthquakes, volcanoes, cyclones and tsunamis on the Earth's surface and how communities are affected by these events.

## TECHNOLOGY

### Design

Students will continue to develop their design skills through the planning and creation of a cyclone resistant structure.

## THE ARTS

**Music** *Students will explore celebration songs for all occasions and perform to an audience. They will create their own music score using graphic notation and perform music on tuned and untuned percussion. Students will investigate music from the Pacific Islands and learn traditional games and songs, as well as developing their improvising skills in this genre of music.*

**Drama** This term we will explore and gain confidence in oral poetry presentation through "Process Drama" activities based on the books "Flood" and "Cyclone" by Jackie French and Bruce Whatley. We will also cross reference some of the themes with the book "Two summers" by John Heffernan and use the story to inspire some of our activities. This will support literacy work done in the classroom with the book "Fire".

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

**Japanese** Year 6 are nearly experts in ordering food at McDonalds - food, counters and money. They will continue to build upon this knowledge. Upon completion of the unit, students will learn about Japanese festivals and will finish with Christmas in Japan.

## HEALTH AND PHYSICAL EDUCATION

**Health  
What am I  
Drinking?** In this unit, students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.

**Physical  
Education** Students will demonstrate negotiation skills when dealing with conflicts or disagreements in Lacrosse. They will develop strategies that exploit the playing space to create overlaps and extra attackers in Lacrosse. Students will also use reflective listening when working in small groups on Lacrosse attacking and defensive 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:** Our weekly spelling words are based around the word origins of Greek and Latin roots.

**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

Swimming - Tuesday  
Music - Tuesday  
Library - Tuesday  
Drama - Wednesday  
P.E- Friday  
Japanese - Friday

Pupil Free Day- 16<sup>th</sup> October  
Thursday 18 Oct - Arts Festival 3-6pm  
Monday 22 Oct - Pupil Free Day  
Teacher's Day - 26<sup>th</sup> October  
Swimming Carnival - 27<sup>th</sup> November

Christmas Concert - 30<sup>th</sup> November  
Reports sent home - 5<sup>th</sup> December  
Year 6 Graduation - 6<sup>th</sup> December  
End of Year school Mass – 7<sup>th</sup> December  
Friday 7 Dec - 12 noon school finishes

## 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:** 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](mailto:nahumphrys@bne.catholic.edu.au)