



Year 6 - 2024 Term 1 Overview

Welcome to the 2024 school year!

As the Year 6 teachers, we will be working with, and supporting your child through their final year of primary school, as well as preparing them for their transition to secondary school.

Through their leadership roles, the Year 6 students will be given many opportunities to act as role models and display the School Values, 'I am a learner', 'I am a friend' and 'I am respectful'. We have a busy term of learning planned for our students, incorporating a range of experiences. They will be meeting regularly with their Prep buddies and they will have the opportunity to represent the school at IDSSA sporting events. To inspire the senior students as they develop their leadership skills, they will be attending the National Young Leaders Day Conference in February, and to highlight the importance of appropriate online behaviour, the students will participate in the, 'Inform and Empower' digital safety and wellbeing program, which includes a live-streamed incursion each term.

"INSPIRING,
MOTIVATING and HELPING
other people achieve things
they never thought were possible;
SETTING A GOOD EXAMPLE,
basically - that's what leadership
means to me."

Throughout this term, the students will be supported through a range of learning experiences that incorporate the use of contemporary tools, such as the Habits of Mind, which are linked to individual Term 1 goals, as well as the learning dispositions that lead to a Growth Mindset. Contemporary literacies will be used to encourage reflection, high-order thinking, Creativity, Critical thinking, Collaboration and Communication.

These tools align with our school values of, 'I am a learner', 'I am a friend' and 'I am respectful' and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum. Underpinning and explicitly taught through every learning experience will be the Four Capabilities from the Victorian Curriculum: Personal and Social, Ethical, Intercultural, and Critical and Creative Thinking.

RELIGION

Daily prayer and regular Christian meditation, led by the students, are integral parts of our Religious Education program.

Lift Up Your Hearts - Traditional Prayers and Devotions

In this unit, the students will understand that traditional prayers and devotions are integral to our Catholic faith.

The students will grow in understanding that:

- reciting traditional prayers unites us as a faith community (e.g. The Nicene Creed)
- the Rosary is a prayer that reflects on the lives of Jesus and Mary.



Lent to Easter: We Are Transformed!

The students will explore ways in which Lent offers opportunities for growth and change as we prepare for the celebration of Easter. The students will learn how people around the world have used opportunities for growth and change, provided by Caritas Australia's *Project Compassion*, to improve their lives and those of others.



The students will grow in understanding that:

- Lent is a time for reflection on how we live and act
- there are a variety of stories, rituals and symbols used at Easter.

INTEGRATED TOPIC

'Squad Goals'

The students will:

- consider their rights and responsibilities as members of our school community
- continue to learn about the appropriate use of the internet and how they can best protect their own and others' privacy
- further develop skills in the responsible use of online communication and social networking, and how to respond if inappropriate content occurs
- participate in the 'Inform and Empower Digital Safety and Wellbeing' program, including a livestream session.



Discovering Democracy

The students will:

- develop an understanding of the concept of 'democracy'
- learn about the rights and responsibilities of citizenship
- investigate the levels of government in Australia
- reflect on significant events in Australian history, including how voting rights for women and for indigenous Australians came about through social change.

This unit will continue to be studied throughout Term 2.

MATHEMATICS

Developing 'number sense' and a 'Mathematical Mindset', are essential components of learning in Mathematics and every lesson will begin with a short activity that engages students and tunes them into the learning. These tasks can include revising multiplication and division facts, skip counting and purposeful Mathematics games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year 6 students, *understanding* would include interpreting mathematical information; *fluency* would include choosing efficient strategies to solve problems; *problem-solving* would include verifying that their answers are reasonable; and *reasoning* would include justifying strategies used and conclusions reached.



The following topics will be covered:

Number and Algebra

Place Value:

- recognising, representing and ordering numbers to at least tens of millions
- applying an understanding of place value and the role of zero to read and write numbers of any size
- rounding numbers to a specified place value, eg. round 5 461 883 to the nearest million
- identifying and describing properties of prime, composite, square and triangular numbers.

Measurement and Geometry

Time

- interpreting timetables
- measuring, calculating and comparing elapsed time

ENGLISH

Reading

The students will be involved in whole class, small group and individual reading skills activities. There will be a strong focus on further developing effective reading strategies and comprehension skills, enabling the students to locate literal and inferential information and make evaluative judgements. The students will read '*Wonder*' by R. J. Palacio as a class novel.

Writing

Writing will be linked to the serial reading novel, '*Wonder*', which will be used as a springboard for a range of writing activities, including written responses to the text, visualisations, predictions and character studies.

Grammar and Word Study (Spelling)

The students will:

- further develop their knowledge of the origin of words to better understand their meaning (e.g. *octo* meaning eight)
- further their understanding of grammatical terms and the correct use of punctuation marks
- apply established spelling rules to correctly spell challenging words and explore words that are exceptions to the rule.

Handwriting

The students will:

- revise and practise correct letter formation, pen grip, hand positions and posture
- explore and apply the different joins required in Victorian Modern Cursive script
- refine their handwriting skills, working towards developing a personal style that is consistent, legible and fluent.

Speaking & Listening

The students will continue to develop their speaking and listening skills through:

- participating in classroom discussions to share and evaluate their learning, experiences and opinions
- using appropriate volume, tone and pitch when delivering oral presentations, sharing their learning or offering opinions
- actively listening to their peers and teachers, in a variety of learning activities.

LIBRARY

This term in the library, the students will:

- borrow and scan their own books, choosing from the fiction and non-fiction collections
- share their book preferences with others
- make book recommendations and provide reviews
- use the library collection as a resource for research.

Library borrowing day Wednesday - students need a library bag to borrow.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly through the term.



The topics that will be covered this term are:

- '*My Gratitude*' - defining 'gratitude' and identifying the things I am grateful for
- '*Empathy 101*' - defining 'empathy' and showing empathy to others
- '*Emotions Vary In Depth and Strength*' - understanding how emotions vary according to the individual
- '*How Mindful Am I?*' - identifying strategies we can use to be mindful
- '*Mindfulness Senses*' - using our senses as a mindfulness strategy
- '*My Favourite Gratitude Quote*' - researching and sharing gratitude quotes.

DIGITAL and DESIGN TECHNOLOGIES



This term the students will start with a focus on online safety, looking at how to keep their information safe and how to behave appropriately while online or using technology. This will coincide with another year of taking part in the 'Inform and Empower Digital Safety and Wellbeing' program, including termly live streams. The focus of 'Inform and Empower' this term is *digital footprints* and *public and permanent passwords*.

Then the focus will shift to the design curriculum as the students will learn about the design process and have the opportunity to use this process to create solutions to a given problem.

The students will:

- discuss strategies to protect their information online
- describe the meaning of 'consent' and how it relates to their actions and behaviours while online
- identify and describe the steps in the design process
- use the design process to design and make products and solutions to given problems.

Sam Cassimatis

VISUAL ARTS

This term the students will be learning about Cubism. They will be using stencils and guides to help them create an asymmetrical self-portrait with watercolour paints. The students will include a mix of different shapes and colours, they will also add features such as hair, shoulders and segmented shapes to make up the background. This topic will form part of the artworks that will be included in our school art show later this year.

Students will also design and paint a pot for their Prep buddies as a welcome gift to our school.

Jules Brooks



HOME LEARNING and STUDENT DIARIES

The Year 6 students are required to read each school night and to record this in their Student Diary. Other home learning may include revising and consolidating knowledge of the multiplication facts or spelling words, and additional Religious Education or Integrated Studies learning tasks. **We ask that parents sign the diaries each week.** Diaries will be checked each **Monday** by the classroom teacher. **Diaries are to be at school every day, as we use these as an integral learning tool.**

ITALIAN

Mangia, Mangia! (Eat!, Eat!): Italian Dining Culture

This term, the students will be learning about Italian culinary culture. They will learn about a typical Italian meal blueprint as well as common food names. To apply this learning, the students will also learn the correct use of the verbs *piacere* (pleasure), *prendere* (take) and *volere* (want) and practise using this through different conjugations. Throughout the unit, the students will participate in role plays and games to showcase their learning.



Signora Merola

PERFORMING ARTS

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills. The students will:

- create music using their bodies and collaborate with their peers to create a body percussion routine incorporating changes in tempo
- make choices about how to interpret graphic and conventional forms of notation
- vary the use of voice in Drama activities, for example, projection, dynamics, pace, pause and pitch, to create and communicate characters' intentions
- experiment with projecting empathy to develop characters and relationships in drama, considering perspectives, exploring responses and challenging stereotypes.



Karil Torcasio

PHYSICAL EDUCATION

The students will:

- further refine their gross locomotor skills and fundamental motor skills such as, *kicking, overarm throw, dodge, two-handed side-arm strike* and *catch*, in game/sport situations involving cricket and soccer
- continue to develop their collaborative and interpersonal skills by working as an integral part of a team and demonstrating their ability to negotiate roles and responsibilities when playing cricket and soccer
- demonstrate and exhibit ethical behaviour and fair play that aligns with the games/sports rules when participating in a range of physical activities.

Coach Bruno

SCIENCE

This term, the students will begin by exploring the questions, 'What is Science?', 'What is a scientist?' and 'Where do scientists work?'. By sharing their previous knowledge and experiences with each other, the students will further develop and consolidate collaborative skills and a shared scientific language and mindset. The students will research some contemporary scientists and communicate their knowledge with their peers, creating a presentation to also share their findings with other classes.

The students will then continue to use this language and mindset to develop a greater awareness of themselves and their world as they explore this term's focus on Chemical Science. The students will:

- identify and compare physical and chemical changes to materials
- investigate how physical changes to materials are usually reversible, such as melting, freezing or evaporating, and chemical changes are mostly irreversible such as in cooking, burning or rusting.



Janelle Baldwin

REMINDERS

Monday:

- Diary handed in

Tuesday:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesday:

- Digital Technologies
- Visual Arts - art smocks are required
- Library - library bags are required for borrowing

Thursday:

- Huff and Puff 8:55 - 9:05am
- Science

Friday:

- Physical Education - sport uniform to be worn

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact us anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with us, please email to arrange a mutually convenient time.