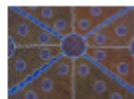


Year 6 2020

Curriculum Overview Term Three

The primary school curriculum is divided into seven Key Learning Areas (subjects).
Below is a brief outline of what we will be learning in each of these areas throughout Term 3.

Religious Education



This module is the third of three 'Land, People and Spirit' modules which explore Aboriginal spirituality and its connections with Catholic spirituality. In an Aboriginal way of being, everything is connected - land, people and spirit. Aboriginal people 'learn to be' largely within their relationship with the land through which they express themselves physically, intellectually, emotionally and spiritually.

Catholic spirituality also sees land and people as being sacred and as revelations of God in the world. There is therefore a beautiful connection between Aboriginal and Catholic spirituality's, which may only be made with the intention of offering respect to Aboriginal beliefs and cultures.

Science & Technology



Solids, Liquids and Gases

This unit builds on students' prior knowledge about changes in state in solids and liquids from Stage 2 and introduces them to air as a gas. They investigate how changes in the state of everyday materials relate to the addition and removal of heat and whether these changes are reversible or irreversible. Students integrate the processes of Working Scientifically and Working Technologically in designing a system to produce ice cream.

They use their understanding of the effect of heat in changing the state of materials, to design and conduct a fair test to evaluate the effectiveness of a portable product brought from home used to keep a can or carton of drink cold during an outdoor event.

Throughout the unit, each student will maintain a digital and/or hard copy portfolio. The portfolio will be used by students to record and share findings and ideas, and to monitor and reflect on their own learning, and for the teacher to provide feedback.

English

Reading & Viewing:

Early this term we are reading factual texts and in a few weeks, our Year 6 students will be involved in a novel study that is centred on the big question 'What has been the impact of European colonisation for Aboriginal people and communities?' It is also linked to our RE unit of 'Land, People, Spirit'. The four texts that will be read are: *Nanberry*, *Black Brother White* and *Walking the Boundaries* by Jackie French, *Rabbit-Proof Fence* by Doris Pilkington Garimara and *The Burnt Stick* by Anthony Hill. Groups will negotiate a page that they will read up to throughout the week and be expected to come to their reading session prepared with some basic responses. This will be built into their Home Learning. Our Reading and Viewing program takes place across a balance of activities such as shared reading, modelled reading and small group reading.

Writing and Representing, Spelling and Grammar This term, we will initially be writing our speeches. After that, our major writing focus will be on Poetry writing, where the students will experiment with the use of imagery while composing poetry of their own. This will be achieved through whole class lessons, as well as small group instruction. Weekly spelling activities are embedded throughout our English block and also in other learning areas, where relevant. A high standard of handwriting is expected and students use Google Classroom across their learning.

Speaking and Listening and Vocabulary This term, we will focus on preparing for Public Speaking throughout the first four weeks. This will cover a large proportion of our Speaking and Listening Program. Students experience a variety of activities that develop their communication skills. This includes; asking questions, discussion with peers, being an attentive listener, responding to information and stories. There is also a strong focus on developing new vocabulary as well as opportunities to practise this in context.

Mathematics

Students will participate in the Mathematical strands individually, in groups and as a whole class through a variety of activities. We incorporate open-ended tasks and hard thinking to challenge all students at their point of need. Our studies this term will be centred on the following areas:

Whole Number	Decimals
Data	Multiplication and Division
2D Space	Mass
Time	

Friday 31st July, 2020

Dear Parents,

Welcome back to Term 3! We trust that everyone had a relaxing and enjoyable holiday. It's great to see our Year 6 students again and we are looking forward to a busy and productive term ahead. Let's hope we can all stay at school for the entire term!

Parent/Teacher Interviews

Thank you so much for your wonderful support of this year's new style parent/ teacher/ student interviews. It was lovely to see so many faces and we value the opportunity to work together with you so that we can best support your beautiful children.

Student Teacher

We warmly welcome Mrs Charlotte O'Connor, our student teacher from Notre Dame University. Mrs O'Connor is in her final year of study and will be with us for her internship for the entire term. She is an extremely enthusiastic, competent student teacher who is already developing a lovely rapport with our students.

Public Speaking

This term Year 6 are involved in the Diocesan Public Speaking Competition. The children have been given the topics and should be well under way with writing their speech. Each student will present a three-minute prepared speech in class in Week 4 and two finalists will be chosen. These finalists will compete against other students from the Northern Beaches schools and may even be selected to compete at Diocesan level. We will be dedicating some class time to writing and practising the speech, but the majority of the work will need to be completed at home. The guidelines are also on the google classroom page for the students to view.

Leadership Roles

At the end of last term our Year 6 leaders got together in their leadership teams to 'brainstorm' and discuss what projects/ events they would like to be involved in for the remainder of the year. They will now get together with the teacher/mentor of their team to see how we can implement some of these ideas. Stay tuned...

If you have any questions or concerns, as always, please don't hesitate to contact either of us. Thank you!!

Brenda Paul and Taylor Bird – Year 6 teachers

Creative Arts

Visual Arts:

Year Six students will create a variety of artworks and activities integrated with the topics learnt throughout the term, including our project based learning plastic campaign. Our artist study will focus on a series of Aboriginal dot painters.

Music:

This term, Mr Warby will be teaching the children how to play the ukulele. This includes lots of pre playing exercises and skills. We can't wait to hear them play!

Home/Classroom Technology Supports

Students will continue to use **Google Classroom** at home and school. They can log onto this through the google classroom app or through google chrome using the username and password they log on with at school.

Their user name is their [firstname.lastname](#) or firstname.lastname@dbbstu.catholic.edu.au depending on the device you are logging on from.

Students have their usernames and passwords for Studyladder, where they are able to revise concepts covered in class.

Home Learning

Home learning began in Week 2 and will finish in Week 9, with the exclusion of Wellbeing Week in week 8. It will be given out on Mondays and should be returned/ finished for marking on Fridays. We are using Google Suite to set and hand in the majority of home learning. Please ensure that you sign your child's diary each week.

Personal Development, Health and Physical Education (PDHPE)

Students will participate in sports lessons led by our specialist PE teacher, Mrs Nicola Frost, on a Friday. She will focus on athletics skills leading up to the carnival, then other sports and games to prepare for AFL and Netball. They will also be involved in extra sport on a Thursday. They will therefore need to wear sports uniform on Thursdays. In our PDH unit, students will explore a range of scenarios and identify factors that assist them to recognise if they need to act in order to protect their own or others safety. They will research and identify people, places and sources of information that can be trusted when they and others are in need of support or assistance. Students will propose and practise plans for action they can apply in a range of situations when in a position of risk.

IMPORTANT INFORMATION

LIBRARY DAY- Wednesday

EXTRA SPORT- Thursday

MUSIC DAY- Friday

SPORTS DAYS- Friday