

Curriculum Overview Term Four

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 4.

Religious Education

Our module this term is Missioning Rite. This module will challenge students to seek ways to bring about the Kingdom of God through living out the virtues such as compassion, love, and forgiveness. Their call to mission will require them to find ways to bring Christ's love to those who are least loved. They will be challenged to develop ideas and actions to continue the mission of Jesus in their own lives, in the broader community and global context.

Part of this unit also reflects on our unique Australian story, as we too are called to follow in Jesus' way by attempting to bring about the Kingdom of God in our daily lives as Jesus' disciples. Using examples of people like St Mary of the Cross MacKillop, John Bede Polding and Caroline Chisholm, we are called as disciples of Jesus to reach out to those who are poor, hurting and marginalised. Like the people of the early Australian Church, there will be challenges, but in faith we pray for the courage to address them.

Leading into the Advent and Christmas season, students are invited to reflect on the birth of Jesus in light of Jesus' life, death and resurrection and explore their responsibilities as a member of a Christian family, particularly to the poor and marginalised in our society.

History

The Australian Colonies - Gold Fever

The unit "Gold Fever," provides students with the opportunity to learn about the impact of the gold rushes, the Eureka Stockade, internal exploration, migration, the advent of rail and the telegraph system on the Australian colonies. They explore the reasons for migration to Australia from Europe and Asia and contributions of migrant groups within the colony. The students also investigate the roles of significant individuals or groups in the shaping of our nation; migrant miners (both European and Chinese), entrepreneurs, artists, writers, political leaders, and Aboriginal and/or Torres Strait Islander peoples. The unit works through the following inquiry questions:

What do we know about the lives of people in Australia's colonial past and how do we know?

How did an Australian colony develop over time and why?

How did colonial settlement change the environment?

Why did they come?

What were the significant events and who were the significant people who shaped Australian colonies?

The **historical skills** of *comprehension* (chronology, terms and concepts), *analysis and use of sources, perspectives and interpretations, empathetic understanding, research and explanation and communication* and the **historical concepts** of *continuity and change, cause and effect, perspectives, empathetic understanding, significance and contestability* are integrated into the lesson sequences.

English

This term, we will focus on both fiction and factual texts that are linked to our History unit on The Australian Colonies. These include 'The Night they Stormed Eureka' by Ruth Park and 'Australian's All' by Nadia Wheatley. We will also be reading from information texts about Gold: its discovery and uses. Later in the term we will also explore 'The School Magazine- Touchdown series' which delivers a rich array of texts, allowing capable readers to explore different forms of literature. We will be developing speaking and listening, grammar, punctuation and comprehension skills within this learning.



In Writing, we will also have a focus on Historical texts; both literary and visual. We will develop historical texts, particularly narratives and descriptions, which incorporate source material and use a range of communication forms (oral, graphic, written) and digital technologies. We will also review persuasive texts with a minor focus on debating this term.

Our English program includes a range of different group formats including; small group work, whole class work, partnerships, individual work and eLearning modules and extends across Modelled, Guided, Shared and Independent Reading and Writing activities.

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:

- Patterns and Algebra
- Mass
- Position
- Addition and Subtraction
- Data
- Angles
- Volume and Capacity

Friday 23rd October, 2020

Dear Parents,
Welcome back to Term 4! Can't believe we are here already... the last term of primary school!!! We hope the Year 6 students make the most of their final term at our beautiful school before they head off into the uncharted waters of high school! We are looking forward to a term full of hard work, but also a term of reflection and fun. We want our students to appreciate the time they have left together and make the most of every opportunity both in the classroom and within the school and parish community.

Gala Day

Year 6 will be involved in a Gala Days this term which is very exciting, considering we have missed out on some already this year. On Thursday 19 November we have an Eagle Tag Gala for Years 4 to 6 at Narrabeen. More details will be provided very soon via a Google Form.

Year 6 Reflection Day

In Week 7, Friday, 27th November, Year 6 will be involved in a 'Reflection Day' when they reflect on their time at St Joseph's. You might like to start thinking about what you would like to say to your child in a special letter that is a Year 6 tradition at St Joseph's. We will give you more details about this later this term; however it is worth having some time to think ahead about what you'd like to say. It will be a personal letter from you to your child with a special message to mark the occasion of this special milestone in their lives - the end of their primary school years. They will read it at our Reflection Day and then respond to you. You will receive their response at the Graduation liturgy on Tuesday 15th of December.

Attendance and general wellbeing

Over the coming weeks, we will be compiling our assessment data from the last semester to write our Year 6 students' final reports. It is very important that they are at school in order to complete their learning and associated assessments. We appreciate your support in this area.

Don't forget if your child is not at school for any reason, you must register it on Compass.

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.

Music: This term, Mr Warby will lead the students for Music on Fridays. As you are aware, the students are learning the ukulele.

Home/Classroom Technology Supports



Students will be using **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.

Homework

Homework began this week and will finish in Week 9 (none in Week 7- Wellbeing week). This term we are structuring it into 2 separate homework assignments - the first of which was shared with them earlier this week. We encourage all students to complete these tasks in preparation for the Homework expectations of High School. We ask that the students bring their diary to school each day.

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. They will also be involved in extra sport on a Thursday which includes 4 weeks of an AFL clinic.

Our **Personal Development and Health** unit is Growing and Changing. Students will examine the physical, social and emotional changes and transitions that occur at different rates during adolescence. They will develop the skills required to apply criteria to assess the relevance, reliability and credibility of various sources of health information. The Key Inquiry Question is **HOW CAN I MANAGE TRANSITION AND CHANGES OVER TIME?** A letter was sent out to inform you of this last week.

IMPORTANT INFORMATION

LIBRARY DAY- Wednesday

EXTRA SPORT- Thursday

SPORTS DAYS- Friday

MUSIC DAY- Friday