

Curriculum Information for Term 4 2025 for Year 6

Dear Parents,

I can't believe it is Term 4, how quickly the year has gone! I hope you all managed to have a relaxing break and got to get away and enjoy some time with your families. In the interests of parent engagement, and the hopes that you will ask your child about their learning, this is a quick and simple guide to what your child is focusing on this term in Year 6.

Religious Education: In this unit *Portraits of Jesus* students explore the significance of the synoptic Gospels (Matthew, Mark and Luke) and how the writers portray Jesus. Students will come to recognise the Gospels are a record of Christ's life and teaching. Students will analyse passages that are common across the synoptic Gospels. They will come to recognise and understand that the synoptic Gospels, as sacred texts, help us encounter the person of Jesus Christ and deepen our relationship with God. Students will become confident users of the Bible as they explore a range of passages in the synoptic Gospels.

English: This term we are continuing to teach units from the new NSW English syllabus. In this 5-week unit for weeks 1-5, students will analyse the mentor text *Queenie in Seven Moves* to deepen their understanding of the textual concepts of 'narrative' and 'imagery, symbol and connotation'. They will learn how authors write engaging narratives through the use of figurative language and events that create tension. Students will identify and experiment with narrative conventions such as subverted plots. They will use their own personal lived experiences and innovate from the mentor text to create a narrative, song and multimedia presentation, applying their understanding from the unit. In this 5-week unit in Weeks 6-10, students will explore the mentor text *Azaria: A True History to deepen their understanding of the textual concepts of 'theme' and 'argument and authority'*. They will analyse core themes within texts and discuss how these themes are common to lived experiences. Students will experiment with the development of thematic elements when creating arguments and a historical hybrid text using authoritative style. Students will continue to refine their spelling, vocabulary, handwriting and digital transcript and comprehension during English lessons.

Mathematics: We will continue to incorporate Fact Fluency as part of the Numeracy Block. Units of work will be approximately two weeks in length and centre on measurement, addition and subtraction, multiplication and division, fractions and data. These units enable students to make connections within and between mathematical concepts including making connections to real-life experiences, highlight and reinforce the role of working mathematically and student reasoning, and include rich mathematical tasks, resources and opportunities for assessment and differentiation.

Science and Technology: In this *Body Systems unit*, students will learn about and identify the main organs and their functions in the human digestive, respiratory and circulatory systems, recognise that the human digestive, respiratory and circulatory systems work together and identify variables and conduct fair tests to describe the ways that circulatory and respiratory systems respond to physical activity.

Human Society and its Environment (History): This semester, students will study *Australian Federation, Democracy and Citizenship* through inquiry learning. Inquiry 1 is a semi-guided inquiry into experiences of the status, rights and freedoms of Aboriginal and Torres Strait Islander peoples in Australian democracy. Students investigate the actions of individuals and groups that work to address inequities and instigate change. Inquiry 2 is an independent inquiry into the experiences of Australian democracy and citizenship for groups of migrants, women and children. Students investigate ways in which one of these groups has had their rights and freedoms denied.

Creative Arts: Artists interpret the works around them in a variety of ways. This includes exploring places and spaces within their local environment, community, region, state, country and the world. This unit is designed to lead students through a study of different landscape art and the techniques used by artists to create landscape art. Students will explore the world around them including the natural world, built environments and interiors and will use various artistic techniques to express their own interpretation of their surroundings. Drawing as a skill and an artistic activity is encouraged and guided throughout all these units.

PDHPE: 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. Key questions include: How does my uniqueness change over time? How can I

manage transitions and challenges? How do empathy, inclusion and respect have an impact on myself and others? How responsible am I for my own and others' health, safety and wellbeing? What actions positively influence the health, safety and wellbeing of my community? How does a healthy, safe and active lifestyle enhance connection with others?

Home Learning

Current research on Home Learning is that it can be beneficial for students in Stage 3 to establish simple Home Learning routines to help build positive study habits ahead of secondary school. It is also helpful for students to revise what they are learning in class to facilitate the transfer of skills and content to their long-term memory. In Year 6, students receive Home Learning on a Monday (on Google Classroom) and it is returned by Friday. Most of the set work is digital to prepare students for high school.

Each week, students will need to be prepared for the following routine activities:

Monday – Class Sport - NRL Clinics – (Week 4 - Week 7), Home learning is set on Google Classroom

Wednesday – PDH will be taught by Mrs Sam Carolan

Thursday – Library, Assembly (even weeks)

Friday - PE with Mrs Frost, Music with Mr Wagstaff and Home Learning is Turned In on a Friday (or Monday at the latest)

Uniform - It is vital for our senior students to continue to model a high standard of uniform, could you please remind students to have their hats each day and to make sure their uniform is the correct school uniform when coming in each day - thank you in anticipation of your support.

Important Dates for this Term:

- Monday 20th Oct – Basketball Gala Day
- Monday 27th Oct – Tuesday 28th Oct – Canberra School Camp
- Thursday 30th October – Lego Day
- Tuesday 4th Nov – Oz Tag Gala Day
- Tuesday 16th Dec – Graduation Liturgy 5:30pm
- Wednesday 18th Dec – End of Year Mass 11:30 – Year 6 Clap Out

Communication

My door is always open, and I *love* to talk with you about your children.

To communicate with me or set up a meeting:

Phone - 7256 2134

Email: lisette.calleja@dbb.catholic.edu.au (*I will respond within 48 hours)

I will communicate with you in the following ways:

- All school-based communication through Compass
- Email through our class parents or specific class notifications on Compass

Thank you for your support. I look forward to working in partnership with you throughout 2025!

Kind regards

Lisette Calleja