

Subject	Summary of content	How you can help your child
English	<p><u>Writing:</u> In writing we will continue to develop our writing skills. Specifically we will focus on the development of a historical narrative. Students are encouraged to develop <b>editing skills and build their vocabulary.</b></p> <p><u>Comprehension:</u> Specifically we will focus on <b>developing the language and levels of questions associate with comprehension.</b> Comprehension focus will be developed from DRA data.</p> <p><u>Reading:</u> Reading strategies will continue to be developed through <b>literature circles</b> and individual daily <b>silent reading.</b> Students will be exposed to Historical narratives to support writing and designing of their own.</p> <p><u>Language elements:</u> During term One we will focus on parts of speech, punctuation and the difference between a question and a statement. This year we will be using Sound Waves as our spelling focus. This concentrates on children being able to listen and identify the individual sounds which work together to form words. This is something which the children did when they were learning to read and write but which they have since forgotten. Some helpful tips for parents have been included in the parent handbook.</p> <p><u>Speaking and Listening:</u> Speaking and listening will involve the students in group and individual presentations and discussions. Focus on tone, volume, pitch and pace will be an essential building block.</p>	<ul style="list-style-type: none"> <li>• Read anything</li> <li>• Discuss current affairs</li> <li>• Literature circle</li> <li>• Encourage editing for correct punctuation and spelling</li> <li>• Homework – Spelling sheets</li> <li>• Homework sentences</li> <li>• Sound Waves</li> <li>• Practice reading aloud &amp; speaking to others on impromptu topics</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Participation in literature circles Deconstructing an a Historical narrative</li> <li>• <b>Writing:</b> creating and delivering a narrative</li> <li>• <b>Speaking:</b> History speech</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Revision of addition, subtraction and multiplication algorithms</li> <li>• Introduction of multiplication by 2 digits</li> <li>• Revision of contracted division</li> <li>• Introduction of long division using 2 digit divisors</li> <li>• Consolidation of prime and composite numbers</li> <li>• Multiplying and dividing numbers by 10, 100 and 1000</li> <li>• Converting units of length</li> <li>• Using dot plots and stem and leaf plots to collate data</li> <li>• Consolidation of the use of a protractor to accurately measure angles</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to spend at least 30min a week on Mathletics.</li> <li>• Weekly practice of all number facts to encourage automaticity</li> <li>• Lots of discussion about use of decimals in every-day life</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• A study of Australia and an introduction to the BOLTS mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Explore google earth, maps or an atlas.</li> </ul>

	<p>principles which are used into middle and senior school.</p> <ul style="list-style-type: none"> <li>• Field work skills such as mapping, photography, sketching, teamwork, decision-making &amp; evaluating will be practiced.</li> <li>• Assessment will integrate with ICT and consist of a "Face of Australia" collage (with annotations) as the students represent Australia's diversity. The assessment will largely be completed in class. Some research or completion of their displays may be completed at home with consultation with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the use of car GPS, plot addresses &amp; discuss symbols used.</li> <li>• Read about Australian environments, collect images to share in class.</li> <li>• Visit National Parks or other venues which require use of maps, legends &amp; keys.</li> <li>• Send in a photo of your child at an Australian place of beauty</li> <li>• Play Geoguessr</li> </ul>
History	<p>This term students will investigate Australia's path toward federation. They will participate in an inquiry and research the personalities, minority groups and events which resulted in federation of the six Australian colonies in 1901. The assessment will be an "essence of an essay" as the students will form a logical argument.</p>	<ul style="list-style-type: none"> <li>• Research life in Australia in the 1850's -1911 to gain an understanding of the conditions of the time.</li> <li>• Ponder on the role of the telegraph, trains, King Drought, The Great Depression &amp; characters like Queen Victoria, Sir Henry Parkes &amp; Edmund Barton.</li> </ul>
Science	<ol style="list-style-type: none"> <li>1. Micro-organisms/ Yeast Feast</li> <li>2. What does yeast do?</li> <li>3. Learning about the benefits of mold</li> </ol>	<p>Each week children will be presented with homework to be handed in the following Monday. This homework requires children researching a particular topic on micro-organisms.</p>
Music	<p>Year Six students will be learning about Blues music this term. They will learn the twelve bar blues chord progression on ukuleles and write their own blues songs for performance. They will also learn to write their song in a way that others can understand, using formal and informal music notation. Students will have an opportunity to perform their songs for the class and will critically reflect on their own and others' performances through journaling.</p>	<p>Encourage your child to listen to many different kinds of music, even by just tuning to a different radio station – there are classic rock stations, pop stations, world music stations and classic music stations on AM, FM and digital radio. Make singing a natural part of every day, whether it is in the car on the way to school or while doing things around the house. Ask them what songs they have learnt to sing and play and encourage them to practice these at home.</p>
ART	<p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> <li>• Colour Theory tasks (colour wheel, tints, tones and shades)</li> <li>• Petri Dish Painting</li> </ul>	<p>Please encourage your child to tell you about the work that they are engaged in, their Visual Culture lesson takes place on <b>Tuesday</b> each week. Also <b><i>please ensure your child has a named art smock</i></b>, you may wish to shorten the sleeves on these as they can be very hot.</p> <p>In Visual Culture this term the Year 6 students are studying colour theory. They are currently revising their knowledge of the colour wheel and will explore tints, tones and shades and colour schemes such as complementary (opposite sides of the wheel) or analogous (adjacent on the wheel). They are completing their own colour wheel as a reference, mixing and applying watercolour paint. Students will also explore different watercolour effects using salt, spirit and detergent as well as other media. These 'art experiment' will help students built a bank of skills and ideas that they can apply when they create a large-scale painting.</p>

		<p>The students look at images of microscopic organisms and use these a starting point to design a large-scale abstract painting (the view through the microscope). Watercolours and paint pens are used to complete these images.</p> <p>Students might like to do further research on microscopic life forms, these can be incredibly interesting and beautiful.</p>
RAVE	<p><i>The students will discover who Jesus is through the Gospel of Luke. The students will continually be seeking to answer the question, Who Is Jesus? They will begin with Jesus' birth and boyhood, students will focus on specific events in Jesus' life which show God's power. Jesus has demonstrated that he has power over nature, power to forgive and heal and power over death. Students will discover that Jesus is the powerful son of God and the fulfilment of God's promises in the Old Testament, coming to Earth to die for our sins so we can be forgiven.</i></p>	