

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 analytical writing through a Novel Study. Students are encouraged to develop editing skills and build their vocabulary.</p> <p><u>Comprehension:</u> Specifically we will focus on developing the language and levels of questions associated with comprehension. Our comprehension focus will be developed from DRA data.</p> <p><u>Reading:</u> Reading strategies will continue to be developed through literature circles and our Novel Study of Morris Gleitzmann's <i>Boy Overboard</i>. Students will be exposed to a range of texts to support their ability to write in diverse genres.</p> <p><u>Language elements:</u> We will focus on parts of speech, punctuation and the difference between inferred and literal language. 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.</p> <p><u>Speaking and Listening:</u> Speaking and listening will involve the students presenting in groups and in individual presentations and discussions. Focus on eye contact, tone, volume, pitch and pace will be an essential building block.</p>	<ul style="list-style-type: none"> • Read anything • Discuss current affairs • Discuss the novel <i>Boy Overboard</i> • Literature circle • Encourage editing for correct punctuation and spelling • Check spelling, punctuation and grammar in Homework tasks • Sound Waves • Practice reading aloud & speaking to others on impromptu topics <p>Summative Assessment</p> <ul style="list-style-type: none"> • Reading: Participation in literature circles & Novel Study • Writing: analytical writing in response to stimulus, explanation writing in Science and informative PEEL paragraph writing in Humanities • Speaking: Oral presentation task in Science, group discussions and informal presentations in English, Humanities and Maths
Mathematics	<p>This term students will continue to further develop their understanding of number concepts. This will involve:</p> <ul style="list-style-type: none"> • Revision of addition, subtraction, 2-digit multiplication and short division algorithms • Conducting chance experiments with both small and large numbers of trials using appropriate digital technologies. • Using fractions, decimals and percentages to express probability 	<ul style="list-style-type: none"> • Encourage your child to spend at least 30min a week on Mathletics. • Weekly practice of all number facts to encourage automaticity • Playing some games or quizzes with multiplication and division facts • Lots of discussion about use of probability in everyday life <p>Summative Assessment Maths Exam & Investigative Report</p>

	<ul style="list-style-type: none"> • Exploring theoretical probability and experimental probability • Comparing observed frequencies across experiments with expected frequencies • Interpreting and comparing a range of data displays • Identifying mean, median, mode and range • Understanding the cartesian coordinate system using all four quadrants • Investigating combinations of translations, reflections and rotations, with and without digital technologies 	
Humanities and Social Sciences <i>- History</i> <i>- Geography</i> <i>- Civics & Citizenship</i>	Through a historical perspective, children will be able to understand that 21 st C Australia is the result of mass immigration throughout 20 th C. They will develop an appreciation of and empathy towards other cultures and countries. They will be able to present their findings in visual, written and oral forms. Through this inquiry , students will develop empathy and a greater understanding of the reasons why people migrate, students will also be curious and inquisitive about their own family migration story and will be given the opportunity to be creative through the creation of an immigration passport.	<ul style="list-style-type: none"> • Discuss immigration in relation to family history and government • Discuss with your child their progress on their Passport Summative Assessment Immigration Passport Assignment
Science	This term students will be investigating electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks. Students will explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They will identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions relating to the use of different energy sources and their sustainability.	Students will have some homework research tasks to complete in the beginning of the term, due on the following Monday <ul style="list-style-type: none"> • Discuss your views on the use of sustainable energy sources Summative Assessment Written Exam Assignment on a Renewable Energy Source STEM Design Challenge
Music	Year Six students will be learning about Hip-Hop music this term. They will learn about rapping ("MCing"), sampling ("DJing") Students will get to practice	Have a "rap-talk" conversation with your child – you do not need to rhyme at all, it's all about learning to rap with rhythmic flow and to feel the beat. If you have an iPad, you can use GarageBand

	<p>their rapping skills. beginning with “rap-talk” (just having an everyday conversation with a buddy, but speaking rhythmically to a beat). They will also learn to create their own beats using the Smart Drums feature on GarageBand, as well as learning the skill of beatboxing (producing percussive sounds with the mouth). While learning about the history of hip-hop music and listening to some classic hip-hop artists, students will also write their own hip-hop songs and learn to perform a chosen song with the class. Students will also use their aural skills to figure out melodic hooks and riffs from hip-hop songs and play them on piano.</p>	<p>to help you with this. Encourage your child to listen to hip-hop music and find some artists they particularly like. If you hear a catchy hook or riff (i.e. the bass line from “U Can’t Touch This” or the sampled hook from “Ice Ice Baby”), encourage your child to figure out how to play this on an instrument or sing it.</p>
ART	<p>The Year 6 students are currently completing a ceramic relief tile inspired by their study of microscopic organisms. They have used slab and coil construction techniques to create their tile and are currently adding textural detail by stamping into the clay using found objects. The finished tiles will be glazed and fired once completed.</p> <p>Following this the students will examine the art work of Barbara Kobylnska. Kobylnska is a sculptor known for her colourful ceramic birds, bugs and flowers that mirror the natural world with an abstract, fanciful twist. Students will use Kobylnska’s work as inspiration for designing their own bird sculpture. The sculpture will be formed around an empty wine bottle and students will use a wire and foil armature and modelling materials to transform their bottle into a bird-like creature. The finished sculptures will be painted and decorated in vivid colour. Students will also be asked to bring in an empty wine or glass bottle later in the term as the basis of their sculpture.</p>	<p>Please encourage your child to tell you about the art work that they are completing each week.</p> <p>You might like to search Kobylnska’s artwork with your child or look at examples of unusual or exotic birds to see our inspiration for this project.</p> <p>Projects may include but are not necessarily limited to the following:</p> <ul style="list-style-type: none"> • Ceramic Microorganism Tile (completing work from Term 2) • Bird Vessel Design • Bird Vessel Construction
HPE	<p>Invasion Games (Indigenous games minor focus) In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games. Students will: - develop knowledge and understanding of the nature of attack and defence strategies in invasion games - demonstrate leadership, fair play and cooperation across a range of invasion game contexts - apply and transfer</p>	<p>Invasion Games - On-going assessment throughout Term 3 focusing on the Level of performance of various skills</p>

	<p>movement concepts and attack and defence strategies to invasion games - develop an understanding and appreciation of indigenous games and recognise the link with modern culture games played today - teach each other various invasion games and devise modifications to suit the players</p>	
RAVE	<p>Students will continue to learn about people of the Old Testament who were recipients of God's promises. Students will recall God's big promises to Abraham and recognise which promises had been fulfilled up to this point in the Old Testament. Students will learn about Moses and how God used to keep his promises to Israel. Moses was a reluctant leader but, together with Aaron, rescued God's people and led Israel towards God's promised Land. Students will discover the events that transpired during this period of time, particularly the faithlessness of Israel and the faithfulness of God, and they will learn about Joshua who led Israel into Jericho. Students will continue to develop their understanding that God is trustworthy and his promises are for all who trust and follow Jesus.</p>	