

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 constructing concise, short-answer responses to questions. Students are also encouraged to further develop their editing skills, build their vocabulary and improve their use of figurative language.</p> <p><u>Comprehension:</u> This term we will focus on developing inferential comprehension strategies through poetry analysis. Our comprehension focus will be developed from DRA data.</p> <p><u>Reading:</u> Reading strategies will continue to be developed through our analysis of poetry. 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. We will continue to use 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 poetry and song lyrics • 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 poetry analysis groups and specific comprehension tasks • Writing: analytical writing in response to stimulus, explanation writing in Science • Speaking Poetry Performance in English
Mathematics	<p>Term 4 focuses on the use of general number concepts, geometry and the development of basic economic principles. The students will develop their own 'Cookie Business'. The Cookie Business will involve students creating their own business model, where they create and market their own product. Students will be responsible for the planning, purchasing, marketing, sales and analysis of their business. They will</p>	<ul style="list-style-type: none"> • Encourage your child to spend at least 30min a week on Mathematics. • Weekly practice of all number facts to encourage automaticity • Playing some games or quizzes with multiplication and division facts • Discussions about profit and loss <p>Summative Assessment Maths Exam & participation in Cookie Business</p>

	<p>analyse the profitability of their business and reflect on successful practices.</p> <p>This term students will also continue to develop their understanding of number concepts. This will involve:</p> <ul style="list-style-type: none"> • Revision of algorithms • Understanding the cartesian coordinate system using all four quadrants • Investigating combinations of translations, reflections and rotations, with and without digital technologies • Performing operations with positive and negative integers • Investigating properties of 2D and 3D shapes • Solving problems involving angles 	
<p>Humanities and Social Sciences</p> <p>- <i>History</i> - <i>Geography</i> - <i>Civics & Citizenship</i></p>	<p>This term students will continue to explore the social, economic and political development of Australia as a nation and Australia's role within a diverse and interconnected world. Students will investigate sources that represent significant political and/or social changes in Australia which affected minority groups such as women and indigenous people.</p> <p>These studies enable students to understand how they are interconnected with diverse people and places across the globe.</p>	<ul style="list-style-type: none"> • Discuss your knowledge of the treatment of minority groups in Australia's history and historic and systemic changes over time • Ask your child to share with you, the sources they have selected to analyse for the Humanities Source Analysis – to be completed for homework. <p>Summative Assessment Source Analysis Assignment</p>
Science	<p>This term students will be studying Chemical Sciences. This will involve:</p> <ul style="list-style-type: none"> • Classifying changes to materials as reversible or irreversible • Describing what happens when materials are mixed • Investigating the solubility of materials • Investigating the change of state caused by heating and cooling of a familiar substance • Investigating irreversible changes such as rusting, burning and cooking • Exploring how reversible changes can be used to recycle materials • Investigating reversible reactions • Participation in a STEM Design Challenge <p>Students will also be continuing to develop their understanding of conducting a fair test. They will re-design</p>	<ul style="list-style-type: none"> • Discuss reversible and irreversible changes to food items when preparing dinner <p>Summative Assessment Written Exam Scientific Report</p>

	a wind turbine to reduce negative impacts, whilst still ensuring its efficiency to generate electricity.	
Music	Students in Year 6 will be organising their Term 4 graduation performance at the Celebration of Achievement ceremony. This process will involve the organisation and arrangement of song structure into a coherent musical product, as well as a development of performance, rehearsal, and ensemble skills. Some students may be involved in the instrumental component of the ensemble, and others in the vocal component of the ensemble. This will allow a wider range of skills to be developed upon based on the context of learning that the student primarily works within.	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. Talk to your child about songs that have been important in your life, e.g. your favourite song when you were young, your wedding song, a song that reminds you of a particular person, your own graduation song, etc. 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.
ART	<p>The students started construction of their Bird Sculptures at the end of last term. Thank you so much for sending in all those wine bottles, we are putting them to good use in our constructions! So far the students have created an armature or frame for their sculpture using tin foil and masking tape. They have also applied Das modelling compound and wrapped the structure in plaster bandage to give it strength. Further Das details like eyes, wings and legs will be added in the next few lessons. I have been really impressed with how well the students have handled each stage of the construction as it has involved some challenging processes.</p> <p>As you may know, these sculptures have been inspired by the work of American ceramicist Barbara Kobylnska. Once they are fully constructed the students will paint and decorate them in bright colours and patterns inspired by Kobylnska's artwork.</p> <p>You might like to Google Barbara Kobylnska with your child to see our inspiration for this project.</p>	<p>Please encourage your child to tell you about the art work that they are completing each week.</p> <p>Formative Assessment: On-going observations and discussions</p> <p>Summative Assessment: Bird Vessel Design Bird Vessel Sculpture Visual Journal</p>

HPE	<p><u>Dig Set Spike</u></p> <p>In this unit students will perform specialised volleyball skills. They will combine and perform specialised volleyball skills to open up space on the court, to win or gain the upper hand within gameplay. They will demonstrate skills to work collaboratively and play fairly during volleyball related activities and games. Students will:</p> <ul style="list-style-type: none"> • develop the specialised movement skills and concepts of volleyball. • apply the specialised movement skills and concepts • participate positively in groups and teams • work collaboratively and play fairly during volleyball related activities and games • perform specialised movements to solve movement challenges 	<p><u>Dig, Set, Spike</u></p> <p>Ongoing Assessment focusing on the application of skills and conceptual understanding.</p> <p>What am I Drinking Continuing onto Term 4, students complete a multimodal presentation. They research various drinks, such as energy drinks and soft drinks, and advise others about the effects these have on health and wellbeing.</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 kept 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. They will also 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>	