

St Joseph's Catholic Primary School

Year 6 Curriculum Note

Term 3, 2022

Teachers

6J - Miss O'Donoghue

6M - Mr Matthews

Learning Support Teacher - Mr Barr and Mrs Van Gemert

Professional Planning Time Release - Mrs Birac and Mrs Van Akker

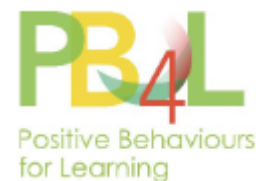
Dear Parents,

We are really looking forward to supporting your children in their learning throughout Semester 2.

Year 6 will be given the opportunity to be part of an alternate leadership committee this Semester and we continue to encourage our Year 6 students to act as positive role models to their peers and others, while setting high expectations for themselves in all aspects of school life.

Please find below an overview of the topics we will be covering this term, hoping this will enhance the student's learning through family discussion, reading and sharing.

Miss O'Donoghue and Mr Matthews



PB4L in the classroom is a behaviour management system used to communicate clear behaviour expectations based on our 3 schools rules.

Be Respectful

- Look and listen to the speaker
- Follow instructions the first time
- Raise your hand and wait for your name before speaking
- Use your inside voice and friendly words
- Knock and wait to be invited into a room.

Be Responsible

- Stay on task at all times
- Complete learning jobs
- Use classroom resources with care
- Keep resources in their correct place
- Be prepared with learning materials.
- Use IT for classroom learning tasks.

Be Safe

- Sanitise hands before eating and before entering the classroom
- Respect other people's personal space
- Walk at all times
- Keep hands and feet to yourself
- Store bags in designated areas
- Chairs under tables and four on the floor
- Seek permission to leave the room.

Curriculum Learning

Religious Education

Unit 1: Mary: Faithful Disciple

This unit looks at Mary as a faithful disciple and model for the Church. Students will explore women of faith and courage, and Mary as a woman of great faith and courage. Students will then review Catholic Marian devotion in art and music.



Unit 2: The Bible:

This unit explores the Bible as our Sacred Scriptures. Students review the great story of our tradition: its significant people and events. The unit also briefly introduces the students to the formation of the Bible.

Curriculum Learning

English

Students read and compare complex texts, for enjoyment and learning, and can express their thoughts and opinions about what they have read. They write a wide variety of well-constructed texts such as reviews, reports and narratives. Students develop skills to communicate with others in most settings. They transfer the literacy skills developed in English to other subjects.



This term students will:

- analyse and explain how authors organise their texts
- compare, analyse and justify the ways in which spoken language differs from written language according to purpose, audience and context in different texts
- use evidence from a text to explain their response to it
- interpret picture books, comic strips and sequences of digital images which do not contain written text
- use electronic devices, create detailed texts about a range of topics, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience, for different purposes and audiences, including topics they have been studying
- demonstrate understanding of grammar, including the ability to write complex sentences and understand the difference between main and subordinate clauses
- develop an expanding vocabulary
- use accurate spelling and punctuation
- reread and edit students' own and others' work using agreed criteria and explaining editing choices
- use speaking strategies including questioning, clarifying and rephrasing to contribute to class discussions and identify, critically analyse and respond to techniques, literary devices and language features used by writers to influence readers
- identify and consider how different viewpoints of their world, including aspects of culture, are represented in texts
- participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
- recognise how the use of language and visual features can depict cultural assumptions in texts
- explore and analyse the effectiveness of informative and persuasive devices in texts
- use increasingly complex research data from print and digital sources to compose short and sustained texts

Mathematics

Mathematics provides students with essential mathematical skills and knowledge in **number and algebra**, **measurement and geometry**, and **statistics and probability**.

This term students will:

- find the size of unknown angles in diagrams -
- investigate, with and without the use of digital technologies, vertically opposite angles and establish that they are equal in size
- represent common percentages as fractions and decimals, eg '25% means 25 out of 100 or 1/4 or 0.25'
- represent decimals as fractions and percentages
- represent decimals as fractions and percentages, eg $1.37 = 137\% = 137/100 = 1\ 37/100$
- estimate discounts of 10%, 25% and 50%
- calculate the sale price of an item after a discount of 10%, 25% and 50%, recording the strategy
- convert between kilograms and grams and between kilograms and tonnes
- solve problems involving different units of mass
- solve simple problems involving speed, eg 'How long would it take to travel 600 km if the average speed for the trip is 75 km/h?'
- recognise that the number plane (Cartesian plane) is a visual way of describing location on a grid
- plot and label points, given coordinates, in all four quadrants of the number plane
- record volume and capacity using decimal notation to three decimal places, eg 1.275 L
- convert between millilitres and litres
- model and record square and triangular numbers

Human Society and Its Environment

Students will explore countries of the Asia region and the connections Australia has with other countries across the world. Students will learn about the diversity of the world's people, including the indigenous peoples of other countries. Students will explore and reflect upon similarities, differences and the importance of intercultural understanding.

Personal Development, Health and Physical Education

Physical Education: Striking and Fielding Games: (Cricket, T-Ball, Tennis)

Students within practical sessions will be learning the fundamental movement skills incorporating striking and fielding. Safety is at the forefront of their application in a variety of concepts and situations. They will also be focusing on using and developing their communication, collaboration, decision-making and problem-solving skills as they participate in various movement challenges, with the opportunity to be tactical and creative. They will also develop the communication skills of active listening and taking turns to speak. These skills are important for working in groups and enabling everyone to participate.

- Striking and Fielding - Games - Decision Making, Strategy and Tactics, Communication and Concentration, Movement Skill Execution & Action

Growing and Changing

Students develop knowledge, understanding and skills to examine factors that influence identity and behaviour. They investigate strategies to manage the changes associated with puberty and seek help. Students practise skills to establish and maintain caring and respectful relationships. They discuss protective and inclusive actions to support their own and others' health, safety and wellbeing. Students explore the influence of emotional responses on relationships.

Creative Arts

Music

This unit will offer students the opportunity to develop and strengthen their enjoyment and understanding of music through singing, playing and moving. The skills of aural discrimination and introduction to music reading will be developed through graphic representation of sound as well as music terminology. Students will participate in self-nominated min-groups consisting of vocal, percussion & string instruments and audio-visual (video backing). The unit culminates with the opportunity to perform in front of an audience as a large ensemble.

Visual Arts

PAOLA

Just a reminder...



Morning Arrival

Students are expected to be at school before the first bell at 8:50am.

Absentee notes

If your child is absent for any reason, it is very important that parents inform the school via the Compass Parent Portal for whole day absences. This is a legal requirement.

Home Learning



Students are required to read each night, Monday through to Thursday, for **30 minutes**. **Reading must be recorded in the home reading log and signed by parent/carer.** Parents can support their child's reading development by listening to, reading with and discussing the text with their child each night.

Useful sites for parents include;

- [Parents' guide to reading at home](#)
- [Reading with your child at home](#)

Students have the option to access the various websites and apps used in the classroom to further support and

consolidate learning.

Habits of Mind



What are the Habits of Mind?

The Habits of Mind are a set of 16 thinking skills that intelligent thinkers use to solve problems in which the answer is unknown. Researched and developed by Arthur Costa & Bena Kallick, these thinking skills or habits, are present in the best decision makers.

Habits of Mind is knowing how to behave intelligently when you DON'T know the answer. It means having a disposition toward behaving intelligently when confronted with problems, the answers to which are not immediately known: dichotomies, dilemmas, enigmas and uncertainties. Art Costa

Here at St Joseph's we use the Habits of Mind to focus on how to respond under challenging conditions that demand reasoning, critical thinking, insightfulness, perseverance and creativity. Having information is important but knowing how to act on it is learning at a higher level.

The 16 Habits of Mind are:

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humour
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

 <p>1. Persisting <i>Stick to it!</i> Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	 <p>2. Managing Impulsivity <i>Take your time!</i> Thinking before acting; remaining calm, thoughtful and deliberative.</p>	 <p>3. Listening with understanding and empathy <i>Understand others!</i> Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.</p>	 <p>4. Thinking flexibly <i>Look at it another way!</i> Being able to change perspectives, generate alternatives, consider options.</p>
 <p>5. Thinking about your thinking (Metacognition) <i>Know your knowing!</i> Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	 <p>6. Striving for accuracy <i>Check it again!</i> Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>	 <p>7. Questioning and problem posing <i>How do you know?</i> Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.</p>	 <p>8. Applying past knowledge to new situations <i>Use what you learn!</i> Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
 <p>9. Thinking & communicating with clarity and precision <i>Be clear!</i> Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.</p>	 <p>10. Gather data through all senses <i>Use your natural pathways!</i> Pay attention to the world around you Gather data through all the senses. taste, touch, smell, hearing and sight.</p>	 <p>11. Creating, imagining, and innovating <i>Try a different way!</i> Generating new and novel ideas, fluency, originality</p>	 <p>12. Responding with wonderment and awe <i>Have fun figuring it out!</i> Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
 <p>13. Taking responsible risks <i>Venture out!</i> Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	 <p>14. Finding humor <i>Laugh a little!</i> Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.</p>	 <p>15. Thinking interdependently <i>Work together!</i> Being able to work in and learn from others in reciprocal situations. Team work.</p>	 <p>16. Remaining open to continuous learning <i>Learn from experiences!</i> Having humility and pride when admitting we don't know; resisting complacency.</p>



Each morning students will participate in Crunch and Sip. Please ensure your child has fresh fruit or vegetables to crunch on at this time in a reusable container. Drink bottles (Water) will also become part of the classroom environment so students can keep their brains well hydrated throughout the day.



WASTE FREE WEDNESDAYS

To reduce waste and develop positive habits and awareness of the environment students are asked to use reusable containers each Wednesday for all food items.



Year 6 Events/Responsibilities

Monday	Tuesday	Wednesday	Thursday	Friday
Leadership	PE			PE

2 Rowan Street, Bulli NSW 2516 PO Box 305 Woonona NSW 2517

Phone: 4283 1111

Email: info@sjbdow.catholic.edu.au

Website: www.sjbdow.catholic.edu.au

Resources needed for Term 3**Remember to be prepared for active learning everyday by having:**

- Student's own led pencil, rubber, sharpener, blue and red pen (no felt tips), ruler, gluestick, scissors, whiteboard marker, Ipad fully charged with study case and headphones.
- Remember that eating fresh food, exercising and getting a good night's sleep helps you get ready for a great day of learning.

1:1 iPad (Stage 3) – Friendly reminder

iPads are powerful learning tools that provide choices when communicating and creating. We aim to develop responsible, safe and respectful digital citizens equipped with skills to be life-long learners in a dynamic world. If iPads are misused, the school's SPB4L policy and the student redirection process will be implemented.

**iPad Responsibilities before coming to school**

- Have all iPad and app updates complete
- Use a sturdy case and screen guard
- Charge every night (not in bedroom)
- Close all games
- Close all internet tabs
- Complete updates regularly
- Turn notification sounds off
- Bring headphones to school

iPad in the Classroom

- Be a responsible digital citizen
- Use at the correct time
- Play games at home only
- Use messenger/facetime at home with parental permission
- Take photos of others for school use only with the person's permission
- Avoid water/food near iPad
- Have a secure passcode

Students must remember to have their iPads with them everyday.

Please remember should you have any further concerns or questions, please do not hesitate to contact us via the school office to make an appointment.

Email: info@sjbdow.catholic.edu.au

Phone: 42831111

Kind Regards,

Miss O'Donoghue and Mr Matthews