

# YEAR SIX

## Parent Information

### Term Two Overview 2019

#### CONTACT DETAILS

##### Year 6B

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##### Year 6F

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#### WELCOME TO TERM TWO

Welcome Back to Term Two! We hope you have had a restful Easter break and that you are ready for the busy term ahead. A reminder that students are required to wear their winter uniform from Week Three.

Term Two is in full swing and the calendar is already filling up with school events like The Sustainability Market and a range sporting events including: Interschool Sports, Galilee Cross Country, Lightning Premier Football and Netball and Dendy Cross Country.

We also welcome back Jake Ambrosic, to Year Six. Jake is a Pre-Service teacher from Australian Catholic University who is currently completing his final teaching placement in 6F.

We are excited for the busy term ahead and look forward to seeing you all at the end of the term for the Student Led Conferences.

*Charlotte Biggs and Julie Ferguson*

#### RELIGIOUS EDUCATION

This term in Religion, we are exploring the importance of Christian values in our community. We will examine the meaning of the 'Common Good' and how our role in our communities can positively impact those around us. We will make connections between Biblical teaching and present day scenarios where we can choose to follow in Jesus' footsteps. We will look to the Holy Spirit in guiding us to live a life that respects and values all creatures on this Earth.

#### ENGLISH

## **In Term Two, our focus is on:**

### **Reading & Viewing**

Now that we are all avid readers in the classroom and at home, this term we will be focusing on the skills of:

- summarising
- using questions to guide our reading
- leaving evidence of our thinking as we read
- using evidence from the text to support our opinions

We will also be examining how the use of analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding in texts linked to our S.T.E.M focus. We will be using short fiction and non-fiction texts to practise the above comprehension skills explicitly and continue to use our R.A.C.E.S. strategy to demonstrate both orally and through writing, our understanding of the text.

### **Writing**

Last term we engaged in a lot of modelled and shared writing of persuasive texts. Now it is our turn to plan, draft and publish our own personal persuasive text, independently choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

This term we will also be linking a lot of our writing to our big idea in STEM - Sustainability. We will explore informational texts, looking at the language features and structure, as well as the purpose of the text and how that impacts the style of writing the author chooses.

During Sentence Study this term, we will be examining the main parts of speech, sentence types as well as the use of pronouns, adjectives & articles.

### **Speaking & Listening**

This term we will look at deepening the use of accountable talk and move from impromptu talk to researched and explicit talk. Using our ethical conundrums, we will be split into small groups weekly to research and present a response to the conundrum using a mix of infographics, multimodal presentations, posters, flow charts and 'bulleting' to present our thinking and reasoning. We now understand that we must be accountable for what we say and so this term will be focusing on following up our opinions with evidence of our thinking so that we are prepared for challenges and clarification from our peers.

## **MATHEMATICS**

In Term Two, we will start by exploring integers. As well as being able to order and compare integers we will be learning how to add and subtract them accurately and exploring what they are used for in everyday situations, like the weather, or in finance.

We will also explore collecting, interpreting and analysing data and use it to make predictions, generalisations and observations. We will explore how to calculate the mean, median, mode and range and use these features to accurately interpret and compare sets of data. We will refine our ability to pose questions to groups when we are collecting data and choose the appropriate representation to display our data. Building on this, we will use our ability to accurately examine data to predict the outcomes of particular events and explain our predictions using fractions, decimals and percentages. We will also conduct a range of chance experiments, exploring how variables and the number of trials can skew our findings.

We will investigate financial mathematics, looking at creating and managing financial plans that include Goods and Services Tax (GST), gross and net income and income tax. We will look at the concept of 'unit prices' and use this to calculate 'best buys' and well as develop our understanding of calculating percentage discounts on sale items.

There will still be a strong focus on developing our problem-solving strategies. Every Monday, we will be introduced to a new number problem solving strategy that will help us to broaden our understanding of worded equations and expose us to the plethora of ways worded questions can be worked out.

## **S.T.E.M (Science, Technology, Engineering, Mathematics)**

Our STEM unit this term is based around Sustainability. Using English, Science, Technology, Engineering and Mathematics we are going to look at the impact that humans have had on our environment. This unit is based around three main questions:

- What have we done?
- What are we doing?
- What can we do?

Over the next 10 weeks, we will be undertaking an 'Environmental Action Plan' where we will look at our current environmental actions, analyse them and if need be, change them to be more sustainable.

We will examine the environmental choices of the past, such as the Agricultural and Industrial Revolutions, our present, such as the United Nations Climate Change Conferences and what we can look to do in the future. We will analyse how aspects of own lifestyle, behaviour, attitudes and beliefs dictate the way we care for the Earth and how we can develop into responsible and global citizens of our planet.

By the end of the unit, students will be able justify the environmental choices that they make to ensure a sustainable future for all.

## **DIGITAL TECHNOLOGIES**

In Digital Technologies, we have been using 'Scratch' to bring Biblical stories to life. We will be creating simple algorithms to move characters in our story, create interaction between these characters and to move objects in the scene. We will be using a range of communication tools to share ideas and information with our audience.

## **RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS**

This term we are looking at what it means to be resilient, adaptable, persistent and confident. We will be exploring the possible causes of conflict and evaluating strategies that can be used to find a positive solution. We will be discussing how people respond to new or challenging situations and how they can impact ourselves, our friendships and our families.

We will also work to recognise signs and symptoms of stress and develop strategies that will equip us with the ability to cope with stressful situations and overcome challenges in the future. We will look at the long-term effects that stress has on our minds and bodies and work to develop positive habits to help us reduce the effects of stress.

## **HOME LEARNING**

This Term, our Home Learning will be centred around our STEM unit - 'Sustainability'. Our final assessment for this term is based on developing and implementing an Environmental Action Plan whereby we analyse our environmental choices of the course of the term. While the learning for this project will take place inside the classroom there are elements that will need to be completed at home. Using the same fortnightly cycle as Term One, we will be given tasks that need to be completed for our project in those two weeks. This will help us to manage our time and the project over the course of the term as well as manage our many extracurricular commitments and prepare us for High School.

### **Spelling:**

There is still an expectation to complete four spelling activities from our spelling choice grid, such as: putting our spelling words into cross words, creating dictation sentences with our words and grouping our words according to different language features.

## **SPECIALIST TIMETABLE**

### **Year 6B**

<b>Tuesday</b>	Performing Arts (9:40am - 10:20am), Sport (2:30pm - 3:25pm)
<b>Wednesday</b>	LOTE (9:40am - 10:20am)
<b>Thursday</b>	Art (2:30pm -3:25pm)
<b>Friday</b>	Library (10:00 - 10:30)

### **Year 6F**

<b>Tuesday</b>	LOTE (9:40am - 10:20am), Art (2:30pm -3:25pm)
<b>Wednesday</b>	Performing Arts (9:40am - 10:20am)
<b>Thursday</b>	Sport (2:30pm - 3:25pm)
<b>Friday</b>	Library (10:00 - 10:30)