





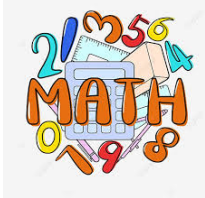


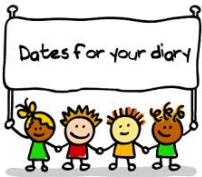


LEVEL NEWSLETTER - Grade 6, Term 2

| | | | | | | | | | | | |
|---|---|---------------|--|----------------|---------------|------------------|--|-----------------|--|---------------|---|
| <p style="text-align: center;">2026</p> <p style="text-align: center;">Term Two</p>  <p style="text-align: center;">2026 SCHOOL THEME 'LEARN'</p> | <p style="text-align: center;"><u>BIRTHDAYS</u></p>  <p>We wish the following students a happy birthday and hope they have a great day!</p> <p>April - 1st Daniel Z, 1st Suzie, 16th Evie, 23rd Aslan, 30th Ruby</p> <p>May - 5th Emmanuel, 17th Daniel J, 19th Nella, 21st Kaden, 30th Stella</p> <p>June - 14th Emilia,</p> | | | | | | | | | | |
| <p>Staff Contact</p> | <p>Please remember to only email staff between the hours of 8am & 4pm (Mon-Fri)</p> <p>Becc Lark (6L) - rlark@hfmw.catholic.edu.au Juliette Hancke (6HB) - jhancke@hfmw.catholic.edu.au</p> | | | | | | | | | | |
| <p>Specialist Classes</p> | <table border="1"> <tr> <td data-bbox="407 856 683 919">MONDAY</td> <td data-bbox="683 856 1523 919"></td> </tr> <tr> <td data-bbox="407 919 683 989">TUESDAY</td> <td data-bbox="683 919 1523 989">6L & 6HB STEM</td> </tr> <tr> <td data-bbox="407 989 683 1129">WEDNESDAY</td> <td data-bbox="683 989 1523 1129">6HB Please remember: wear sports uniform 6L Performing Arts, PE, Visual Arts, Auslan 6HB Auslan, Visual Arts, Performing Arts, PE</td> </tr> <tr> <td data-bbox="407 1129 683 1205">THURSDAY</td> <td data-bbox="683 1129 1523 1205"></td> </tr> <tr> <td data-bbox="407 1205 683 1302">FRIDAY</td> <td data-bbox="683 1205 1523 1302">Please remember: wear sports uniform Year 6 Sport</td> </tr> </table> | MONDAY | | TUESDAY | 6L & 6HB STEM | WEDNESDAY | 6HB Please remember: wear sports uniform 6L Performing Arts, PE, Visual Arts, Auslan 6HB Auslan, Visual Arts, Performing Arts, PE | THURSDAY | | FRIDAY | Please remember: wear sports uniform Year 6 Sport |
| MONDAY | | | | | | | | | | | |
| TUESDAY | 6L & 6HB STEM | | | | | | | | | | |
| WEDNESDAY | 6HB Please remember: wear sports uniform 6L Performing Arts, PE, Visual Arts, Auslan 6HB Auslan, Visual Arts, Performing Arts, PE | | | | | | | | | | |
| THURSDAY | | | | | | | | | | | |
| FRIDAY | Please remember: wear sports uniform Year 6 Sport | | | | | | | | | | |
| <p style="text-align: center;">RELIGION</p>  | <p><u>TOPIC:</u> Confirmation Parent Information Night - <u>Wed 22nd April at 6:30pm</u> Confirmation cards due in - <u>Monday 27th April</u> Confirmation Commitment masses - <u>Weekend of 1st & 2nd May</u> Confirmation Reflection Day (students) and Night - <u>Thursday 7th May (5pm)</u></p> <p>Many of our year 6 students will receive the sacrament of Confirmation. This is a very special and memorable moment in their Catholic journey as they are saying yes to accepting the Holy Spirit into their lives to support their service to Jesus Christ.</p> <p>The children will complete home tasks to prepare for their Confirmation. These tasks can be found here: https://sacraments.melbournecatholic.org/ 4 sessions are to be completed at home with your child.</p> <p><u>TOPIC:</u> Living Signs of God's Grace - Understanding Sacraments & Sacramentality</p> | | | | | | | | | | |

| | |
|--|---|
| | <p>During the 2nd half of the term, we focus on the concepts of sacraments, sacramentality, liturgy and personal prayer. By the end of this term, students will demonstrate an understanding of the Catholic concepts of sacraments and sacramentality and compare the two. They will be able to explain and discuss the significance of sacraments and liturgies to the Catholic community. As well as this students will reflect on and explain how sacraments, liturgies and personal prayer impact the growth and development of all Christians.</p> |
| <p>WELLBEING</p> | <p>This term we will explore two overall concepts:</p> <p>Personal and Cultural Strengths</p> <ul style="list-style-type: none"> • Students will develop a vocabulary to help them recognise and understand strengths and positive qualities in themselves and others. • They will identify the values and strengths they have learnt from role models within their families and culture to think about how this guidance helps them to treat others with respect. • They will consider how to draw on these strengths to engage with the challenges and opportunities that life presents. <p>Positive Coping</p> <p>Activities within this topic area will assist students to:</p> <ul style="list-style-type: none"> • Identify a range of coping strategies to help them deal with intense emotions. • Identify the influence of self-talk on their actions and emotions. |
| <p>SPELLING</p>   <p>Recording: Morphology & Etymology Workshop</p> | <p>We will continue learning spelling using the PhOrMeS Word Reading and Spelling. PhOrMeS stands for Phonology (sound), Orthography (spelling system), Morphology (internal structure of words), etymology (origin of words) and Semantics (meaning of words).</p> <p>The bases this term are:</p> <p><u>Lesson 11</u> - Latin base 'tain', meaning 'hold'. For example, con + tain = within + hold (to hold within).</p> <p><u>Lesson 12</u> - Latin base 'sect', meaning 'cut'. For example, inter + sect = between + cut (cutting between).</p> <p><u>Lesson 13</u> - Latin base 'mit, miss, mise', meaning 'send'. For example, trans + mit = across + send (to send across).</p> <p><u>Lesson 14</u> - Greek base 'scope', meaning 'see/watch/observe'. The actual word, scope, means something you use to see inside of something, egg, telescope.</p> <p><u>Lesson 15</u> - Greek base graph/gram, meaning 'write/record'. Graph or gram are often used at the end of words. For example, autograph, telegram.</p> <p><u>Lesson 16</u> - Greek base 'meter', meaning 'measure'. For example, kilometre, centimetre. We will explore why the spelling of metre/meter is different.</p> <p><u>Lesson 17</u> - Latin base 'pend, penset', meaning 'hang/weigh'. For example, pend + ing = hang + in the middle (in the middle of 'hanging out' for something).</p> |
| <p>LITERACY (Reading/Writing)</p>  | <p>Novel study: Holes by Louis Sacher</p> <p>Throughout these units the students will be using their literacy skills to</p> <ul style="list-style-type: none"> - understand and use new vocabulary - answer text-dependent questions - use conjunctions to complete sentences. - read accurately with appropriate expression and pace. - analyse what they have read and make meaning and connections. - investigate themes and build knowledge to support comprehension of the text. - provide written responses to demonstrate their comprehension. |

| | |
|--|---|
| | <p>Students will engage in regular revision of grammatical concepts, such as compound and complex sentences, coordinating and subordinating conjunctions, appositives, as well as correct structure of paragraphs using the SPO (Single Paragraph Outline) and MPOs (Multiple Paragraph Outlines).</p> <p>Throughout these units students will continue to be exposed to tier two vocabulary relating to the topic of that lesson. These words support the student's understanding of concepts and deepen their knowledge, whilst also encouraging them to explore using richer and more varied vocabulary in their own writing.</p> |
| <p>MATHEMATICS</p>  | <p>This term, the areas of Maths we will learn about are:</p> <ul style="list-style-type: none"> - Time - 3D Objects - Fractions - Decimals - Probability - Pattern <p>Lessons will begin with a daily review of previously taught concepts before moving onto applying new content. Students will practice fast recall of numbers using all four operations. They will also be supported through extension opportunities.</p> |
| <p>KNOWLEDGE RICH UNIT</p>  | <p><u>Natural Disasters:</u> Natural disasters are events that occur due to natural processes of the Earth, causing significant damage to life, property, and the environment. These disasters can strike with little warning, leaving communities devastated in their wake.</p> <p>Understanding the major categories of natural disasters and the crucial role scientists play in predicting and mitigating their impact is essential for safeguarding lives and property. They can be categorised as:</p> <ul style="list-style-type: none"> • Geological events • Meteorological events • Hydrological events • Biological events <p>We will undertake an exciting study of these extreme weather conditions, forces of nature and the scientists who study them.</p> |
| <p>BEHAVIOUR CURRICULUM</p>  | <p><u>Routines</u></p> <p>We will continue to focus on lining up and sitting down after break times, calmly walking into classrooms and around the school and following entrance and exit routines.</p> |

| | |
|---|--|
|  | <p>Term One Important Dates (refer to our Google Calendar as well)</p> <p><u>APRIL</u></p> <p>Mon 20 School Closure Day (Staff Professional Learning)</p> <p>Tues 21 Students resume</p> |
|---|--|

Thur 23 School Photos
Fri 24 ANZAC Prayer Service

MAY

Fri 1 House Cross Country
Tues 5 Parents and Friends Meeting (6:30pm)
Thur 7 Sacrament of Confirmation
Fri 8 Interschool Sports
Sun 10 Mother's Day
Fri 15 District Cross Country
Wed 20 SAC Meeting
Sat 23 National Reconciliation Week
Mon 25 School Closure Day (Staff Time in Lieu)
Wed 27 National Simultaneous Story Time (Luna Roo) Students wear PJs
Wed 27-29 Year 3 and 4 School Camp (Sovereign Hill)
Sat 30 First Eucharist Commitment Mass (5pm)
Sun 31 First Eucharist Commitment Masses (8:30am, 10am)

June

Mon 8 Public Holiday (King's Birthday)
Thur 11 EMR Cross Country
Fri 12 District Soccer Gala
Fri 19 First Eucharist Reflection Day
Fri 19 Summer Sports Gala Day
Sun 21 Sacrament of First Eucharist (10am)

Fri 26 Term 2 concludes (1pm)