


YEAR SIX LEVEL NEWSLETTER

<p>2025</p> <p>Term Two</p>		<p>BIRTHDAYS</p> <p>April: Winston - 5th, Anthony - 8th, Joshua and Matthew - 15th, Victor 17th, Veronica 29th,</p> <p>May: Neil 10th, Sheryl - 11th, Nick 13th, Ben 31st</p> <p>June: Hudson 9th, Alessandra 10th, Alissa 12th, Hugo - 21st, Jedd 24th, Marcus 30th</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</p> <p>Juliette Foenander (6F) - jfoenander@hfmw.catholic.edu.au</p>
<p>Specialist Classes</p>	<p>MONDAY</p>	
	<p>TUESDAY</p>	<p>STEM</p>
	<p>WEDNESDAY</p>	<p>Please remember: library bag and books, wear sports uniform</p> <p>Performing Arts</p> <p>PE</p> <p>AUSLAN</p> <p>Library</p>
	<p>THURSDAY</p>	
	<p>FRIDAY</p>	
<p>RELIGION</p> 	<p><u>TOPIC: Justice and Mission</u></p> <p>This term we will focus on faith concepts such as compassion, justice, right relationship and diversity. Students will explore the Christian experience and understanding of compassion and justice, considering their own and others' experiences of justice and difference. We will view this through Jesus as the model of how to live a just and compassionate life and how, through baptism, Christians are called to live compassionately and justly.</p>	

SPELLING



Recording:
Morphology &
Etymology
Workshop

We will be spelling using the PhOrMeS Word Reading and Spelling (as per last year). It is an evidence-informed, Foundation-Year 6 decoding and spelling curriculum, which can be taught at the whole classroom or intervention level. PhOrMeS stands for **P**honology (sound), **O**rthography (spelling system), **M**orphology (internal structure of words), **e**tymology (origin of words) and **S**emantics (meaning of words).

In Year 6, we are starting at:

Lesson 19 - Latin base words vide/vise, meaning 'see'.

Lesson 20 - Latin base words aud, meaning 'hear'

Lesson 21 - Mode/mote/move, meaning 'move'

Lesson 22 - Latin base words scribe/script, meaning 'write'

Lesson 23 - Latin base words spec/spect/spic, meaning 'see/observe'

LITERACY (Reading/Writing)



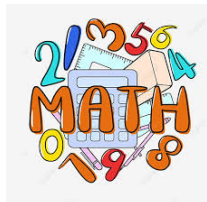
TOPICS: Novel Study 'Holes' by Louis Sachar

Stanley Yelnats' family has a history of bad luck, so he isn't too surprised when a miscarriage of justice sends him to a juvenile detention centre. At Camp Green Lake the boys must dig a hole a day, five feet deep, five feet across, in the dried up lake bed. The Warden claims the labour is character building, but it is a lie. Stanley must dig up the truth.

Throughout this unit the students will be focusing on reading texts accurately and fluently, analysing what they have read and make meaning and connections. They will investigate themes and build knowledge to support their comprehension of the text as well as define and explain new vocabulary. At the end of each lesson students will be given opportunities to discuss and provide written responses demonstrating their comprehension of what they have read and learnt in that lesson.

We will be continuing our focus on sentence-level and paragraph-level grammar, with an emphasis on expanding sentences to provide more detail and punctuation.

MATHEMATICS



This term, the areas of Maths we will learn about are:

- Time
- Fractions
- 3D objects
- Decimals
- Probability
- Pattern



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.

KNOWLEDGE BASED/ INQUIRY



TOPIC: World Deserts

To complement our novel study on 'Holes' we will be learning about World Deserts. This is a knowledge-rich unit, meaning the students will be exposed to a variety of information relating to deserts around the world and other geography skills, such as mapping, understanding hemispheres and climates, flora and fauna and the traditional custodians of specific lands and how they have cared for the environment over the centuries. Each lesson will focus on a specific aspect of deserts and will pose a big question that the students need to answer. Below are the big questions

	<p>students will be required to discuss and answer to further their understanding of world deserts:</p> <ol style="list-style-type: none"> 1 What features determine whether an area of land is a desert? 2 What are the similarities and differences between the Sahara and Kalahari deserts? 3 What strategies have the Aboriginal peoples adopted in order to survive the harsh conditions of desert life? 4 How would you compare the Gobi Desert to the deserts of the Arabian Peninsula? 5 If you had to survive in a desert for several days, what would you need? 6 What are the key features of the Patagonia Desert and the Atacama Desert? <p>Students will also be learning and using new vocabulary that aligns directly with the topics they are examining. Below is the explicit tier 2 vocabulary that they will be exposed to throughout this unit:</p> <p>polar, climatologist, evaporation, precipitation, desertification, semiarid, oasis, salt flat, radiate, game reserve, basin, scrub brush, interior, riverbed, marsupial, nomadic salt marsh, peninsula, Bedouin, fossil fuel, yucca, fault line, sea level, hemisphere, lava rock, tableland, basalt, terrain, observatory.</p>
<p>BEHAVIOUR CURRICULUM</p> 	<p><u>Routines</u></p> <p>We will continue to focus on routines in our classroom, this term specifically on:</p> <p>Lining up and sitting down after break times Calm, predictable and focused classroom environments Calm entrance/exit routine Gaining students attention</p> <p>Having routines promotes a feeling of safety in students, as they provide consistency, predictability and structure (AERO, 2021). Well-established routines enable students to independently follow them, reduce interruptions and increase teaching time (Archer & Hughes, 2011). Routines help to free up students' working memory to focus on learning, as once routines become automatic, students won't have to think about these things while focused on learning (Chaffee et al., 2017, Simonsen et al, 2008).</p>
<p>ICT</p> 	<p><u>Inform & Empower</u></p> <p>Each term we participate in the Inform and Empower program, which partners with our school to help create safer and positive online experiences for our students. The focus for term two is on Healthy Digital Habits. It will explore how some technology is designed to be addictive and how that impacts us, looking at addictive design features of games and apps. It will also focus on thinking critically, about how technology makes us feel.</p> <p>The session for this term will be on: <u>Tues 13th May at 9:15am</u></p> <p>Students will also learn keyboarding skills each week as part of the English curriculum.</p>

	<p>Term Two Important Dates (refer to our Google Calendar as well)</p> <p>APRIL</p> <p>Mon 21 Easter Monday (Public Holiday) Tues 22 Term 2 Commences Thurs 24 ANZAC Day Service 2.40pm (school community invited to attend) Fri 25 ANZAC Day (Public Holiday)</p>
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MAY

Fri 2 House Cross Country (Years 3-6)
Mon 5 Mother's Day Event
Wed 7 School Photos
Thur 8 Mother's Day Stall (students)
Thur 8 Pre-packaged Croissant Sale (Fundraiser)
Fri 9 School Closure Day (Review Preparation)
Wed 14 Years 3-6 Literacy Parent Evening (6:30pm)
Fri 16 District Cross Country
Fri 16 Walk Safely to School Day
Wed 21 National Simultaneous Storytime
Mon 26 Year 5/6 Concert
Wed 28 Year 5/6 School Camp (3 days)
Wed 28 Division Cross Country

JUNE

Wed 4 Maths Family Night
Mon 9 King's Birthday Holiday (no school)
Tues 10 Staff Time in Lieu Day (no school)
Wed 11 School Advisory Meeting (5:30pm)
Fri 13 EMR Cross Country
Fri 13 District Round Robin
Sun 22 Sacrament of First Eucharist (10am)
Fri 27 Year 5/6 Winter Sport Gala

JULY

Thur 3 Semester One Reports (home)
Fri 4 End of Term 2 (1pm finish)