



Year 6 - 2024 Term 2 Overview

Term 2 is shaping up to be another very busy term of learning!

The students have already participated in the Life Ed Program, completing a unit of work that focused on the decision-making process and how drugs, including alcohol, can change our bodies and impact our judgement and decision-making skills. The students will also take part in their second 'Inform and Empower Digital Safety and Wellbeing' session for the year, which will focus on maintaining healthy digital habits. The students will keep active and engaged through a variety of sporting events that have been scheduled, including the Interschool Sport Winter season which takes place every week, and the IDSSA Cross Country carnival (for selected students). An excursion to the National Gallery Victoria has also been planned, where the students will participate in the *Colony to Nation* program, aligned to the 'Discovering Democracy' integrated curriculum unit.



Throughout this term, the students will be supported through a range of learning experiences that incorporate the use of contemporary tools, such as the Habits of Mind, which are linked to individual Term 2 goals, as well as the learning dispositions that lead to a Growth Mindset. Underpinning and explicitly taught through every learning experience will be the Four Capabilities from the Victorian Curriculum: Personal and Social, Ethical, Intercultural, and Critical and Creative Thinking. The Capabilities and the learning dispositions are aligned with our School Values, 'I am a learner', 'I am a friend' and 'I am respectful' and complement the key principles of 'The Resilience Project', which are Gratitude, Empathy/Kindness and Mindfulness (GEM). The students will be provided with relevant and purposeful learning opportunities, where core knowledge and skills are integrated across the curriculum.

RELIGION

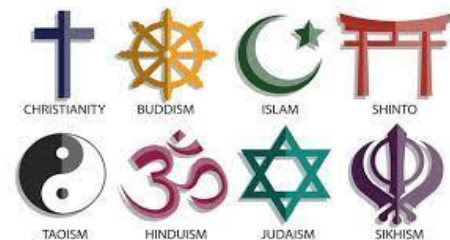
Daily prayer and regular Christian meditation which are led by the students, are integral parts of our Religious Education program.

People of Faith

In this unit, the students will explore how people of different faiths express their religious beliefs through varied forms of worship and celebration.

The students will grow in understanding that:

- there are eight major religions in the world, each with their own symbols and belief systems
- other religious faiths share similarities with Catholicism
- the Christian Church celebrates Jesus in the many feasts and seasons of the liturgical year.



Made In God's Image

In this unit, the students will understand that God has given us talents to use and develop to reach our human potential.



The students will grow in understanding that:

- each person is made in God's image and is called to treat others with dignity and compassion
- all people are able to learn, solve problems, imagine and hope because God gave them these creative capacities.

INTEGRATED TOPIC

Discovering Democracy

Learning about this topic began in Term 1.

The students will continue to:

- develop an understanding of the concept of 'democracy'
- learn about the rights and responsibilities of citizenship
- investigate the three levels of government in Australia
- reflect on the significance of Federation in Australian history.

An excursion to the National Gallery Victoria has been planned. The students will participate in the *Colony to Nation* program which links history and Australian artwork of the period to extend their understanding of the development of Australia before and after Federation.



MATHEMATICS



Developing 'number sense' and a 'Mathematical Mindset', are essential components of learning in Mathematics and every lesson will begin with a short activity that engages students and tunes them into the learning. These tasks can include the revision of multiplication and division facts, skip counting and purposeful Mathematics games.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year 6 students, *understanding* would include representing concepts in different ways; *fluency* would include choosing appropriate methods to solve problems; *problem-solving* would include verifying that their answers are reasonable; and *reasoning* would include adapting the known to the unknown.

The following topics will be covered:

Number and Algebra

- *Addition*: adding numbers into the millions (and beyond) using the written algorithm
- *Subtraction*: subtracting numbers into the millions (and beyond) using the written algorithm
- *Multiplication*: solving problems involving multiplication of large numbers by one- or two-digit numbers, using efficient mental and written strategies, and appropriate digital technologies
- *Division*: solving problems involving the division of large numbers by one- or two-digit numbers, using efficient mental and written strategies, and appropriate digital technologies
- *Order of Operations*: using brackets and the correct order of operations (BODMAS) to solve problems accurately.

Measurement and Geometry

- *Angles*: constructing angles using a protractor; and using information to find unknown angles.

Statistics and Probability

- *Data Representation*: constructing, interpreting and comparing a range of data displays using digital technologies.

ENGLISH

Reading

Throughout the term, the students will continue to participate in whole class, small group and individual reading skills activities. There will be a strong focus on further developing effective reading strategies and comprehension skills, enabling the students to locate literal and inferential information, and make evaluative judgements. To integrate the learning, there will be a strong focus on reading texts to extend the students' knowledge and understanding of Australia's system of government.



This term, as a book study, the students will continue to read '*Wonder*', by R.J. Palacio, as part of our serial reading program.

Writing

Writing this term will be linked to the integrated unit, 'Discovering Democracy', and will focus on writing information reports. The students will be developing and refining their research and note-taking skills, and applying those skills to write reports using appropriate structures and vocabulary.

Grammar and Word Study (Spelling)

The students will:

- further develop their knowledge of the origin of words (etymology) to better understand their meaning (e.g. *octo* meaning eight)
- further their understanding of grammatical terms and the correct use of punctuation marks
- apply established spelling rules to correctly spell challenging words and explore words that are exceptions to the rule.

Handwriting

The students will:

- revise and practise correct letter formation, pen grip, hand positions and posture
- explore and apply the different joins required in Victorian Modern Cursive script
- refine their handwriting skills, working towards developing a personal style that is consistent, legible and fluent.

Speaking & Listening

The students will continue to develop their speaking and listening skills through:

- participating in classroom discussions to share and evaluate their learning, experiences and opinions
- using appropriate volume, tone and pitch when delivering oral presentations, sharing their learning or offering opinions
- actively listening to their peers and teachers, in a variety of learning activities and situations.

SOCIAL and EMOTIONAL LEARNING - The Resilience Project

'The Resilience Project' delivers an emotionally engaging program to the students and is based on the concepts of Gratitude, Empathy/Kindness and Mindfulness (GEM). Lessons based on this project will occur weekly throughout the term.



The topics that will be covered this term are:

- '*Empathy 101*' - defining 'empathy' and showing empathy to others
- '*Emotions Vary In Depth and Strength*' - understanding how emotions vary according to the individual
- '*How Mindful Am I?*' - identifying strategies we can use to be mindful
- '*My Favourite Gratitude Quote*' - identifying a quote that resonates with me
- '*My Top Strengths*' - identifying character strengths in myself
- '*Character Strengths*' - identifying character strengths in inspirational people
- '*Thank You*' - expressing gratitude to a person who has had a positive impact on my life
- '*Look At What We Have*' - expressing gratitude
- '*Noticing Negative Thoughts*' - listening to my inner dialogue to positively change my thinking.

HOME LEARNING and STUDENT DIARIES

The students are required to read each school night and to record this in their Student Diary. Other home learning may include additional Religious Education or Integrated Studies learning tasks. **Parents are asked to sign the diaries each week.** Diaries will be checked each Friday by the classroom teacher. **Diaries are to be at school every day, as the students use these as an integral learning tool.**

LIBRARY

This term, the students will be immersed in an author study of children's fiction writer, Paul Jennings, and his books. The author study is designed to engage and assist in further developing:

- reading and writing skills
- critical thinking skills
- information literacy skills
- sense of themselves as belonging to a community of readers.

The students will:

- discuss and compare literary concepts like character, plot, setting, point of view, use of imagery, metaphor and word choice
- identify how the text and accompanying illustrations work together to tell a complete story
- compare and contrast different works by the author
- research information about the author
- share recommendations and responses about what they are currently reading.



This term, the students will continue to borrow and scan their own books, choosing from the fiction and non-fiction collections.

Library borrowing day is Wednesday - students require their library bag.

Bernadette Healy

VISUAL ARTS

Continuing on from Term 1, the students will explore the history of Australia from first contact to Federation, through artworks. They will discuss significant events in Australian history; in particular the arrival of the British. Together, they will analyse themes, concepts and ideas in Australian artworks from different times and cultures, identifying and connecting specific artworks to a wider historical, cultural and social context.

Through this learning, the students will create their own artworks using these historical references through painting, collage and scratch art.

Julienne Brooks



TECHNOLOGIES

The focus for Digital Technologies will align with the 'Inform and Empower Digital Safety and Wellbeing' program. This includes investigating ways to balance screen time, build healthy relationships with technology and understand why technology can be addictive.

As a part of the unit, students will also continue to apply their knowledge of the design process to solve a given problem. To finish the term, students will learn about the binary system and how computers use it to communicate.



The students will:

- describe some of the impacts of too much screen time on their physical and mental health
- identify 'green time' activities that they can integrate into their weeks to balance 'screen time'
- use the design process to plan, create and analyse a solution to a given problem
- apply their understanding of binary code as a two-digit system for representing, storing and communicating data.

Sam Cassimatis

ITALIAN

This term, the students will learn about the irregular verbs *avere* (to have) and *essere* (to be) and use these to form simple sentences to describe their features, and the features of others. The students will consolidate their understanding of using these verbs, through building simple sentences to share and gain information.



During the term, the students will also prepare for and participate in Italian Day where they will deepen their understanding of Italian culture and art. The students will also revise covered concepts and vocabulary through a range of games and activities.

Signora Merola

PERFORMING ARTS

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills.

The students will:

- choose an instrument to study (guitar, keyboard/xylophone or ukulele)
- rehearse to control tone and volume of their chosen instrument to create a balanced sound in ensemble performance
- continue to develop their role-playing abilities in a monologue assignment, where they will be required to think, act, and perform in a particular role
- explore physical, fictional and emotional spaces to create characters, situations and imagined feelings.



Karil Torcasio

PHYSICAL EDUCATION

Term 2 will provide the students with valuable Physical Education skills and deepen their knowledge in netball and cross-country.

The students will:

- focus on individual skill improvement and team dynamics
- enhance their physical abilities and understanding of cooperation, perseverance, and sportsmanship in Physical Education activities
- understand that endurance and fitness levels can be improved through participation in training
- use and practise appropriate locomotor skills and object control skills in netball.



Coach Bruno

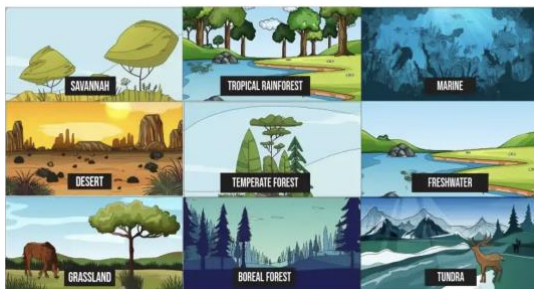
SCIENCE

The focus this term is on Biological Sciences.

TYPES OF BIOME



The students will:



- investigate organisms that live in extreme environments
- compare and contrast the features of a variety of biomes (environments)
- investigate how changes in the physical conditions of biomes will affect the behaviour and survival of living things, including animals that migrate or hibernate
- investigate how changing the physical conditions for plants impacts on their growth and survival.

Janelle Baldwin

REMINDERS

Monday:

- Assembly

Tuesday:

- Performing Arts
- Italian
- Physical Education - sport uniform to be worn

Wednesday:

- Digital Technologies
- Visual Arts - art smocks are required
- Library - library bags are required for borrowing

Thursday:

- Huff N Puff 8.55-9.05am
- Science

Friday:

- Diaries to be signed
- Interschool Sport 11.00am - 1.00pm - sport uniform to be worn

CLASSROOM TEACHER CONTACT INFORMATION:

Please do not hesitate to contact us anytime throughout the school year with any concerns, questions or information. If you would prefer to meet with us, please email to arrange a mutually convenient time.