



Year 6 - 2025 Term 1 Overview

Welcome to the 2025 school year!

As the Year 6 teacher, I will be working with and supporting your child through their final year of primary school, as well as preparing them for their transition to secondary school.

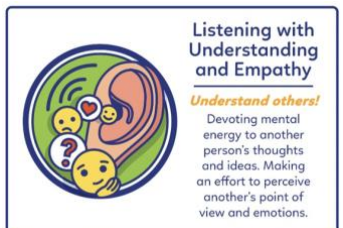
Through their leadership roles, the Year 6 students will be given many opportunities to act as role models and display our School Values, 'I am a learner', 'I am a friend' and 'I am respectful'. I have a busy term of learning planned for our students, incorporating a range of experiences. They will be meeting regularly with their Prep buddies and they will have the opportunity to represent the school at IDSSA sporting events. To

"INSPIRING,
MOTIVATING and HELPING
other people achieve things
they never thought were possible;
SETTING A GOOD EXAMPLE,
basically - that's what leadership
means to me."



inspire the senior students as they develop their leadership skills, they will be attending the National Young Leaders Day Conference in March, and to highlight the importance of appropriate online behaviour, the students will participate in the, 'Inform and Empower Digital Safety and Wellbeing Program', which includes a live-streamed incursion each term. This term the focus of the incursion will be, 'Rights & Responsibilities', 'Internet & the law' and 'Positive online experiences'.

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 an identified set of 16 problem-solving, life-related skills; as well as the learning dispositions that lead to a Growth Mindset. These will be linked to individual Term 1 goals. The Habits of Mind that we will focus on are, '*Managing Impulsivity*', '*Listening with Empathy and Understanding*' and '*Persisting*'. Contemporary literacies will also be used to encourage reflection and high-order thinking, including the '4 Principles of 21st-century learning', Creativity, Critical thinking, Collaboration and Communication.



These tools align 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', 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. 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.

RELIGION

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

The learning units that will be explored this term are:

- *Prayer*
- *The Journey: Lent, Easter and Beyond.*



INTEGRATED TOPIC

'Squad Goals' - Health, Capabilities



The students will:

- consider their rights and responsibilities as members of our school community
- continue to learn about the appropriate use of the internet and how they can best protect their own and others' privacy
- further develop skills in the responsible use of online communication and social networking, and how to respond if inappropriate content occurs
- participate in the 'Inform and Empower Digital Safety and Wellbeing Program', including a webinar.

'Eureka - Gold!' - History, Geography, Civics & Citizenship

This unit will continue to be studied in Term 2.

The students will:

- explore the social, political and economic ramifications of the Gold Rush on the growing Victorian colony and specifically, the township of Melbourne
- investigate the time frame of major events of the Gold Rush and place them on a timeline
- identify the key outcomes of the Eureka Stockade
- understand how the effects of the Gold Rush contributed to the Federation of Australia.



MATHEMATICS

Developing number sense is an essential component of Mathematics and every lesson will begin with a short activity that engages students and tunes them into the learning. This can include the revision of multiplication and division facts and building fluency using the four operations.

Alongside this, each Maths session will include a 'Daily Review'. This important component consists of reviewing and revisiting previously taught knowledge and skills in a considered, methodical approach. This is purposefully designed to ensure the students regularly practice retrieving previously taught knowledge and skills from their long-term memory, and 'recall' it in their working memory. Research into the Science of Learning shows that this methodology strengthens the neural connections in long-term memory, thereby aiding 'remembering' and reducing 'forgetting'.

The Victorian Curriculum outlines four Mathematical Proficiencies: *understanding*, *fluency*, *problem-solving* and *reasoning*. For Year 6 *fluency* would include recalling addition, subtraction, multiplication and division facts; *understanding* would include modelling problems with the use of concrete materials and pictorials; *problem-solving* would include making appropriate choices to solve equations using the four operations; and *reasoning* would include explaining and justifying the strategies chosen.

Basic Properties of Numbers

Commutative
Changing the order of addends or factors does not affect the sum or product.
 $a + b = c$ $a \times b = c$
 $b + a = c$ $b \times a = c$
 $12 + 6 = 18$ $5 \times 7 = 35$
 $6 + 12 = 18$ $7 \times 5 = 35$

Associative
The order in which numbers are grouped does not affect the sum or product.
 $(a + b) + c = d$ $(a \times b) \times c = d$
 $a + (b + c) = d$ $a \times (b \times c) = d$
 $(3 + 5) + 2 = 10$ $(6 \times 7) \times 3 = 84$
 $3 + (5 + 2) = 10$ $6 \times (7 \times 3) = 84$

Distributive
Adding two or more numbers together, then multiplying the sum by a factor is equal to multiplying each number alone by the factor first, and then adding the products.
 $a(b + c) = (a \times b) + (a \times c)$
 $4(1 + 8) = (4 \times 1) + (4 \times 8)$
 $4 \times 9 = 4 \times 32$
 $3a = 3a$

Identity
The additive identity is zero. If you add zero to an addend, the sum will equal that addend.
 $a + 0 = a$
 $5 + 0 = 5$
The multiplicative identity is one. If you multiply a factor by one, the product will equal that factor.
 $a \times 1 = a$
 $25 \times 1 = 25$

The following topics will be covered this term:

Number

- *Properties of Numbers*
- *The Four Operations*

Measurement

- *Perimeter and Area*

Statistics

- *Data Representation*

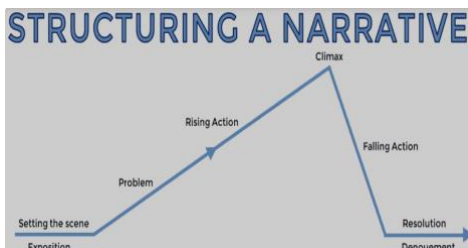
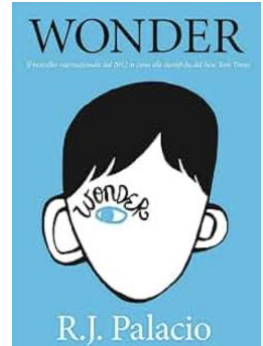
ENGLISH

Each English session will commence with a 'Daily Review' of key English language and literacy skills. This important component consists of reviewing and revisiting previously taught knowledge and skills in a considered, methodical approach. This is purposefully designed to ensure the students regularly practice retrieving previously taught knowledge and skills from their long-term memory, and 'recall' it in their working memory. Research into the Science of Learning shows that this methodology strengthens the neural connections in long-term memory, thereby aiding 'remembering' and reducing 'forgetting'.

The following topics will be covered this term:

Reading

The students will be involved 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. The students will read, 'Wonder' by R. J. Palacio, as part of serial reading. The themes in this novel support our well-being and values education focus.



Writing

Writing will be linked to the serial reading novel, which will be used as a springboard for a range of writing activities including written responses to the text, visualisations, predictions and character studies. The focus this term will be narrative texts and persuasive texts.

Grammar & Punctuation

The students will:

- further their understanding of grammatical terms and the correct use of punctuation marks.

Word Study (Spelling)

Spelling strategies will be developed throughout the year to assist the students in becoming independent and successful writers. A key spelling strategy the students will use is the 'CHIMP' method. CH - chunk, I - investigate, M - memorise, P - practise.

Each week, the students focus on a particular sound and the letters that represent that sound. They will become more aware of the need to use visual, sound and meaning strategies to spell words accurately.

A spelling pre-test will occur each Monday morning - students will have a focus list of 8 words which will be tested through a post-test each Friday.

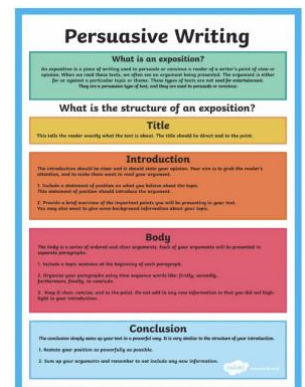
The students will be focusing on the following letter/spelling sounds:

- short 'a' sound, as in 'apple'
- 'k', 'c', 'qu', 'ck', 'x', 'ch' sound, as in 'kangaroo', 'crowd', 'queen', 'sock', 'fox', 'school'
- short 'e', 'ea' sound, as in 'egg', 'head'
- 'd', 'dd' sound, as in 'duck', 'paddle'
- short 'i' sound, as in 'igloo'
- 'f', 'ff', 'ph' sound, as in 'fish', 'cliff', 'phone'.

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.
- participate in a fortnightly 'Strain Your Brain' presentation on a given topic, which will be completed as home learning and presented in class time.

Library borrowing day is Thursday.

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:

- *'My Gratitude'*
- *'Empathy 101'*
- *'Emotions Vary In Depth and Strength'*
- *'How Mindful Am I?'*
- *'Mindfulness Senses'*
- *'My Favourite Gratitude Quote'*



DIGITAL TECHNOLOGIES

This term the students will start with a focus on online safety, looking at how to keep their information safe and how to behave appropriately while online or using technology. This will coincide with another year of taking part in the 'Inform and Empower Digital Safety and Wellbeing Program' and participating in termly live streams. The focus of 'Inform and Empower' this term will be:

- *Rights & responsibilities*
- *Internet & the law*
- *Positive online experiences.*



Brad Sacco

VISUAL ARTS

The students will focus on the artwork of the famous artist Yayoi Kusama, whose works are currently on display at the National Gallery of Victoria.

The students will:

- identify key moments in the life and artistic career of Yayoi Kusama
- discuss themes and ideas present in key works she has produced in her career
- identify and describe the ways she has used materials and techniques to produce different kinds of artworks and immersive experiences
- produce a piece of work in the style of Yayoi Kusama.



Jules Brooks

HOME LEARNING and STUDENT DIARIES

The Year 6 students are required to read each school night and to record this in their Student Diary. Other home learning may include revising and consolidating knowledge of the multiplication facts or spelling words (website links to support this learning are listed on the Google Classroom should students wish to use), and additional Religious Education or Integrated Studies learning tasks. Students' spelling lists are on their Google Classroom, with some additional, optional tasks that students may choose to complete to learn their spelling words.

Strain Your Brain - students will follow a fortnightly schedule for this speaking and listening task. Please see the Google Classroom (also sent home in hard copy) for further details.

We ask that parents sign the diaries each week. Diaries will be checked each **Monday** by the classroom teacher. **Diaries are to be at school every day, as we use these as an integral learning tool.**

ITALIAN

La Moda (Fashion)

To begin the term, the students will revise expected behaviours in the Italian classroom and will work to develop a class contract. They will then learn clothing vocabulary and about the verb *indossare* (to wear), and learn how to apply this in first-, second- and third-person sentences.

The students will play a variety of games and participate in activities to build their ability to apply taught vocabulary and work with partners to develop a fashion show segment that they will present. Additionally, to celebrate Carnevale in Venice, they will learn about traditional characters and make masks.



Signora Merola

PERFORMING ARTS

The students will participate in a range of Performing Arts activities to develop their knowledge, understanding and skills. The focus this term will be drama-based and will include a unit on Choral Speaking where the students will learn to use different vocal inflections and tones to create meaning in their acting.



Karil Torcasio

PHYSICAL EDUCATION

This term, Year 6 students will further refine their fundamental motor skills, including running, catching, leaping, kicking and dodging, through games and major sports including Netball and Australian Rules Football.

Coach Bruno

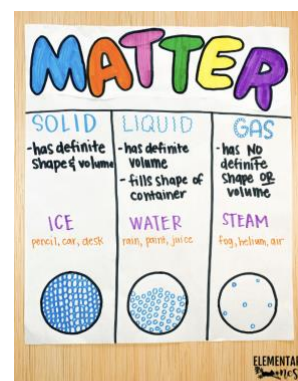
SCIENCE

The focus this term is on Chemical Sciences.

The students will:

- describe the three main states of matter
- investigate and classify materials according to their properties
- predict, observe and record how matter changes when heated or cooled.

Janelle Baldwin



**STATES OF MATTER
ANCHOR CHART**

CLASSROOM TEACHER CONTACT INFORMATION:

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

REMINDERS

Monday:

- Assembly: changing to 2.45pm each Monday from March 17. Students will be presenting for their individual leadership roles
- Spelling Pre-test - 8 words will be written in their student diary to be focused on for the week
- Diaries submitted to teacher - signed by a parent or guardian - previous week's reading recorded

Tuesday:

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

Wednesday:

- Art smock for Visual Arts

Thursday:

- Science
- Library - library bags are required for borrowing

Friday:

- Spelling post-test
- Classroom sport - sport uniform to be worn

Students will need to look at the 'Strain Your Brain' schedule to check which day they are to present each fortnight.

IMPORTANT DATES AND EXTRA-CURRICULAR ACTIVITIES

<u>Date</u>	<u>Activity</u>	<u>Time</u>	<u>Place</u>
February 21	Welcome Picnic	6-8.30pm	Top court playground
February 24	Ivanhoe Districts Swimming Championship - selected Year 3-6 students	9-12pm	Northcote Aquatic Centre
February 25	Open Day #1	All day	
March 3	National Young Leaders' Day	All day	Melbourne Convention and Exhibition Centre
March 4	Shrove Tuesday	All day	
March 5	Ash Wednesday whole school mass	9.15am	MI Church
March 10	Labour Day Public Holiday - no school	All day	
March 11	Open Day #2	All day	
March 12	Anointing Mass - Year 6 students	12pm	MI Church
March 12	Celebration of Learning	2.15-3.15pm	Classrooms
March 13	SAC Meeting	7pm	MIPS Board Room
March 25	PLP Meetings		
March 27	Sacrament of Reconciliation	6pm	MI Church
April 1	PLP Meetings		
April 2	Prep & Year 5/6 Class Mass	9.15am	MI Church
April 3	Open Day #3	All day	
April 4	End Term 1 - Students dismissed 1pm	1pm	