



## Year 6 - 2025 Term 3 Overview

Term 3 is shaping up to be a very eventful term in Year 6!

The students will be learning about, and preparing to receive, the Sacrament of Confirmation. As well as participating in lessons about the Sacrament, they will be investigating their chosen Saint and meeting with Father Tran as part of their preparation leading up to the Confirmation ceremony.



Our Inform and Empower incursion for the term is Cyberbullying. We will explore strategies for being an upstander as well as how and where to seek help. We will also discuss the importance of consent in online interactions.

Science Week will be happening towards the end of the term and the focus this year is, 'Decoding the universe - exploring the unknown with nature's hidden language'. We will be celebrating Science Week with an incursion of the Science Dome as well as a Science activity day and a Science dress-up day. We also have Book Week, with this year's theme being 'Book an adventure', where as a whole school we will be 'going on an adventure'. This term, our Integrated Studies unit will be 'Nature to Nourish'.



The students will be continuing to participate in the Interschool Sport program on Fridays, playing Touch Football. Selected students will also be representing MIPS at the IDSSA Athletics Carnival and the 'Hoop Time' basketball round robin, both in August.

Throughout this term, the students will be supported through a range of learning experiences that incorporate the use of approaches such as the Habits of Mind and the Growth Mindset, which help develop positive learning dispositions. The

Habits of Mind that will be focused on this term include, '*Remaining open to continuous learning*', '*Responding with wonderment and awe*', and '*Taking Responsible Risks*'. The Four Capabilities from the Victorian Curriculum, 'Personal and Social', 'Ethical', 'Intercultural' and 'Critical and Creative Thinking', will be taught explicitly in and through all learning areas. Through relevant, purposeful and age-appropriate learning experiences, the students will be given opportunities to collaborate, to be creative, to think critically and to communicate effectively through being encouraged to ask questions when unsure, being adventurous and trying new things, taking in the beauty of the world around them and thinking of solutions to keep it beautiful.



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### **RELIGION**

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

### **Stewards of Creation**

This unit focuses on the Creation Stories in Genesis and our responsibilities as God's representatives on Earth to take care of everything He created.





## The Gifts and Fruits of the Spirit

In this unit, the students will learn that through Confirmation, Christians are strengthened by the Holy Spirit to use their gifts and talents to serve God and others.

The students will also be preparing to receive the Sacrament of Confirmation. All Year 6 students will participate in learning about the Sacrament.

The students will also undertake a study of the particular Saint that they have chosen for their Confirmation name. Detailed information will be sent home to parents about this project. The students will be required to present their learning to the class as part of this unit of work.

## INTEGRATED TOPIC

### 'Stop, Collaborate and Listen!'

As part of this unit, the students will be participating in the 'Taste and Learn' program, which has been developed by the CSIRO. This program will provide students with age-appropriate activities and hands-on experiences that will help them build knowledge, awareness and enjoyment of healthy foods, with a strong focus on vegetables, in order to positively impact their health and wellbeing.

Throughout the unit, the students will:

- increase knowledge and familiarity with less common vegetables
- increase knowledge about growing and preparing vegetables
- develop awareness of cultural diversity in food and vegetable preferences
- build vocabulary around how food preparation affects the sensory characteristics of vegetables
- understand how appearance influences food choices
- become more open to trying culturally diverse vegetables and foods
- design, develop and present a recipe using the given criteria.



Our school is also lucky enough to be taking part in Dairy Australia's *Picasso Cows* program, which will be taking the students on a deep dive into the Australian Dairy Industry. From its health and nutritional benefits to life on the dairy farm, all the way to how milk ends up in their lunchboxes, they'll learn it all in a hands-on way. And the best part? They'll transform a life-size fibreglass cow into a masterpiece of their own design!

## 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 process. This can include revising multiplication and division facts and connecting to other content strands in mathematics.

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' them 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 Six students, *understanding* would include making connections between related fractions, decimals and probability; *fluency* would include carrying out procedures flexibly and accurately recalling concepts readily; *problem-solving* would include using a range of strategies to explain their mathematical thinking; and *reasoning* would include connecting three-dimensional objects with their two-dimensional shapes and describing transformations.

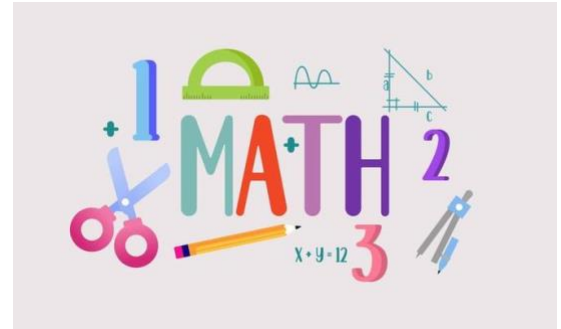
The following topics will be covered this term:

## **Number**

### *Decimals*

The students will:

- extend the base ten place value system to decimals (tenths, hundredths and thousandths)
- represent parts of whole numbers as decimals
- apply calculation strategies to addition and subtraction of decimal numbers.



### *Fractions*

The students will:

- represent parts of whole numbers using fractions and decimals.

## **Measurement**

### *Angles*

The students will:

- measure and compare the properties of 2D shapes and 3D objects.

## **Space**

### *Location and Transformation*

The students will:

- identify objects' positions in 2D space
- follow instructions to change locations in 2D space
- record and describe transformations.

## **Probability:**

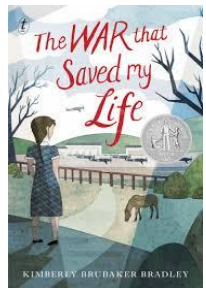
The students will:

- calculate and compare theoretical probabilities to actual outcomes through chance experiments
- understand that the conditions of chance experiments can affect the outcomes.

## **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 information and make inferences and evaluative judgements. To integrate the learning, there will be a strong focus on reading texts to extend the students' knowledge and understanding of food and food production, and the importance of applying sustainable practices. The students will start a new class novel this semester, 'The War That Saved My Life' by Kimberly Brubaker Bradley.



### **Writing**

Writing will be linked to the Religious Education Unit and will involve producing an information report. The students will be developing and refining their research and note-taking skills and learning about how to present information using the structure of an information report. The students will prepare a Google Slide presentation to demonstrate their learning about their chosen saint for Confirmation. Students will also be preparing an information report and poster about how dairy products are produced.



### *Grammar & Punctuation*

The students will:

- continue to practise correct sentence structure, with a focus on simple and compound sentences
- identify the difference between main and subordinate clauses in a complex sentence
- understand and use noun groups and adjective groups to create more meaning in their writing.





### Word Study

Each week, the students will 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 sounds we will be focusing on this term include:

- 'i\_e', 'y', 'igh', 'i', 'ie' as in *icecream, fly, night, spider, pie*
- 'n' 'nn' 'kn' as in *net, dinner, knife*
- 'n' 'ng' as in *ring, wink*
- long o 'oa' 'o-e' 'ow' 'o' as in *boat, rose, window, comb*
- 'p' 'pp' as in *pig, slipper*
- 'r' 'rr' 'wr' as in *robot, carrot, wrist*
- 'ar' 'a' as in *star, glass*
- 'ir' 'ur' 'or' 'er' as in *bird, nurse, world, fern*
- 't' 'tt' as in *tiger, button.*

### Handwriting

Handwriting sessions each week will focus on correct letter formation, fluency and legibility. The students will also continue to focus on adjusting the size of their writing for consistency.

### Speaking & Listening

The students will:

- continue to participate in a fortnightly 'Strain Your Brain' presentation on a given topic, which will be completed as home learning and presented during class time
- select specific vocabulary and use it when delivering short presentations.



**Library borrowing day is Thursday with Mrs C.**

### 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:

- Mindfulness senses
- My top strengths
- Pleasant and unpleasant emotions
- Twenty things you should say more often
- Thank you, teachers
- Legacy of kindness
- Noticing unhelpful thoughts.

### DIGITAL TECHNOLOGIES

The students will further explore the topics covered in the school's 'Inform and Empower Digital Safety and Wellbeing' Program. The topics covered will include:

- navigating uncomfortable situations
- being an upstander
- help-seeking strategies.

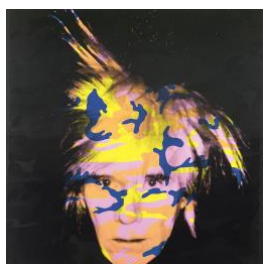
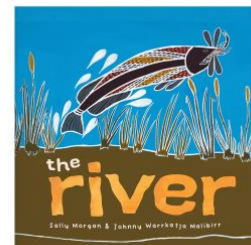
In addition, the students will be investigating how to program a simple digital solution. They will focus on identifying user needs and working collaboratively to develop a user story, followed by designing and implementing a digital solution.



Brad Sacco

## VISUAL ARTS

The students will start with a focus on Indigenous Art, as a link to NAIDOC week. They will read the book, 'The River', by Aboriginal author and illustrator Sally Morgan. This book looks at the different lines, patterns and colours used in Indigenous Art. The students will use oil pastels to create their own Australian animal, using bright colours and patterns. Following on from this, they will create a self-portrait, entitled 'The Essence of Me', inspired by Indigenous artist Vincent Namatjira.



The students will also:

- define the term 'self-portrait' and discuss why artists produce self-portraits
- compare and contrast the different types of self-portraits that artists produce
- examine an example of Pop Art portraiture by Andy Warhol and present a range of interpretations of the subject matter based on their ideas, observations and imagination
- create a self-portrait in the style of Andy Warhol.

Julienne Brooks

## 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 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 them), 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.**

If your child has misplaced or left their diary at school they can access the weekly calendar of events and any other important information from their Google Classroom. This is updated weekly for you to keep up to date with what is happening at school.

## ITALIAN

This term, the students will revise their Italian skills by learning about 'i giorni della settimana' (days of the week), 'i mesi dell'anno' (months of the year) and 'le stagioni' (the seasons). They will practise asking and answering questions about their favourite seasons, helping them describe preferences and opinions in Italian.

The students will also cover topics related to 'il compleanno' (birthday) and 'il tempo' (weather), including how to understand and give a simple 'bollettino meteo' (weather report). To enrich cultural awareness, they will explore 'La Festa del Papà' (Father's Day).

These topics will guide students in developing conversational skills and a broader understanding of the Italian language and culture.

Signora Lauren



## **PERFORMING ARTS**

This term, our main focus will be on preparing the students for the upcoming Performing Arts Concert.

The students will:

- practise both individual and group rehearsal techniques to refine their performances
- explore key aspects of stagecraft to enhance stage presence and overall performance quality
- develop vocal and instrumental skills by working on rhythmic and melodic patterns, phrases, and melodies
- incorporate production elements such as music, dance, costumes and props to enrich their performance where appropriate
- engage in a fun, collaborative and rewarding creative process.



Karil Torcasio

## **PHYSICAL EDUCATION**

The students will advance their Physical Education development through a range of activities designed to enhance their athletic abilities, teamwork and interschool sports competitive readiness.

### *Touch Football*

The students will:

- refine ball skills including spiral passes, directional kicking and one-handed receptions under defensive pressure
- implement sophisticated attacking structures and defensive systems through pattern drills and scenario-based training
- develop game leadership through play-calling responsibilities and in-game decision making exercises.

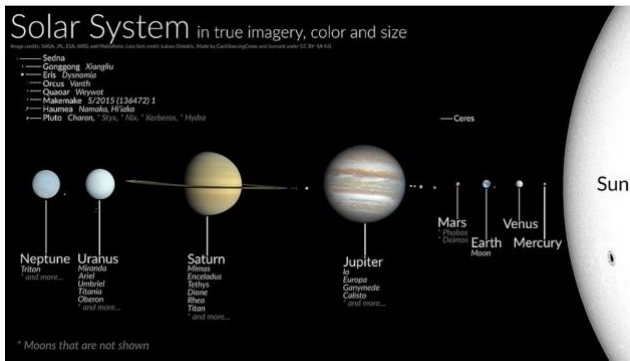
### *Athletics*

- Shot Put: develop either the glide or rotational technique with emphasis on explosive power transfer and optimal release angles
- High Jump: refine the 'Fosbury Flop' through detailed approach work, take-off mechanics and bar clearance techniques
- Discus Throw: develop complete throwing sequences focusing on footwork rhythm, power position and release consistency
- Sprints & Relays: fine-tune starting block techniques, acceleration phases and baton exchanges for competitive racing.

Coach Bruno

## **SCIENCE**

The focus this term is on Earth and Space Sciences.



The students will:

- describe Earth as part of a system of planets and other celestial objects that orbit a star
- investigate Earth as a component of the Solar System
- research, compare and contrast the planets, including their size, composition and relative distances from the Sun.

The students will also celebrate National Science Week in August. This year's theme is

*'Decoding the Universe – Exploring the unknown with nature's hidden language'.* Throughout this week, the students will participate in a whole-school Science Week Activity Day, and an incursion inside the visiting 'Science Discovery Dome'.

We are also having a Science Week Dress Up Day this year - students can come dressed in the 'Universe' theme - as their favourite space scientist, as an astronaut, as a rocket or space rover, as a planet or solar system, as a star or an asteroid belt - the possibilities are endless! I look forward to seeing their dress-ups at our Science Week dress-up assembly at 9am on Thursday August 21. Parents are welcome to attend.

Janelle Baldwin

## **REMINDERS**

### **Monday:**

- Spelling Pre test
- Diaries to be signed and adjusted for the week ahead
- 'Strain your brain' due on your designated day
- Assembly 2:45pm fortnightly - see school calendar for dates

### **Tuesday:**

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

### **Wednesday:**

- Art smock required for Visual Arts
- Digital Technology

### **Thursday:**

- Science
- Library - library bags are required for borrowing
- Huff and Puff begins at 8:55am (Year 5 and 6 students to help set up and run activities)

### **Friday:**

- Interschool Sports (Please wear your sports uniform)
- Spelling post test

## **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.

