

Year 6 Teaching and Learning – Term 1



Welcome

Welcome back to everyone for 2017. There are four year 6 classes this year with a passionate and dedicated team of teaching staff; Sarah Lugton (Curriculum Co-ordinator), Nettie Heron (Administration Co-ordinator), Tessa and Mhairi.

The beginning of the year is an exciting time for year 6 students as they are looking forward to taking on leadership roles within the school. At the moment it's great to see year 6 students volunteering as prep playground helpers. Upcoming elections will be held for Junior School Council representatives and House Captain roles.

By now we hope you would have heard about some of the things that the students have been learning in their classrooms. The aim of the year 6 team is to strive to be supportive and inspiring teachers, in order to give your children the opportunities that they need to be their best, and to prepare them for making their transition to secondary school.

Over the first few weeks of this term we have been getting to know the students and helping them to get to know their new classmates through the 'Quality Beginnings' program. We have established school and classroom processes, expectations in year 6 and our rights and responsibilities within the class and in the playground. We have continued to promote our school values – respect, integrity, excellence (being our best) working together and responsibility. Staff will engage in activities which align with the Kidsmatter framework (Kidsmatter Primary is a mental health and wellbeing framework for primary schools and help build community links).

Important dates /Upcoming events

17th February	Welcome picnic 6-8pm
28 th February	Year 4 – 6 district swimming (Selected students)
7 th March	Year 4 – 6 division swimming (Selected students)
13 March	Labour Day (Public holiday)
15 th March	Year 4 – 6 region swimming (Selected students)
16 th March	T20 Cricket day
17,20,24,22,23,24,27,28,29,30 March	Swimming Lessons
21 st March	School photographs
30 March	Last day of term
19 th April	Information and Transition Packs for year 7 placement sent home
12 May	Return Application for Year 7 Placement to office

Student expectations

By Term 1 we expect all students to:

- be at school and listening at morning assembly at 9:00am (Mondays- Brooke St and Wednesdays- Clarke St)
- keep a sun smart hat at school to be worn during recess, lunchtime and sport lessons outdoors.
- be organised and fully prepared for learning once they enter their classroom.
- be responsible for their own behaviour and belongings.
- model the appropriate behaviour to their peers and when representing WPS.

How you can help your child at home

- Please make sure your child is at school on time every day. We find that students are far more settled and focused when they are on time for the start of the day.
- Continue to encourage your child to read both independently and to you at home.
- Encourage your child to complete any set homework tasks relating to our inquiry.
- If you have skills/knowledge/expertise relating to our inquiry on 'Continuity and Change History, we would welcome you to come along and speak to the students or share your skills.
- Please check that your child's belongings are clearly labelled – this includes clothing and lunchboxes.
- All students must have a 'Sun Smart' hat as students without hats will need to spend recess and lunchtimes in a shaded area of the yard.
- If you have any concerns or queries about your child please speak first to the classroom teacher. You will need to organise a mutual meeting time either before or after school.

What we are learning this term in the classroom

ENGLISH

Reading and Viewing

Teaching Reading at Level 6 places an emphasis on students using comprehension strategies to interpret and analyse information and ideas from a variety of textual sources. Students will be investigating how authors often innovate on text structures and play with language features to achieve persuasive purposes and effects. They will apply these strategies in their persuasive writing this term.

Students will engage in daily shared and modelled reading opportunities, where text is visible and students can focus on specific reading strategies to make them a better reader. Guided Reading is used to scaffold students as they read and to talk and think their way through a text that is at their own instructional level. There will be an explicit focus this term for students to 'get their knowledge ready' prior to reading texts. This will include teachers supporting students in creating pictures in their mind and brainstorming what they already know about a topic.

Writing

Literacy tasks this term will connect with the unit of inquiry whenever possible. Students will continue to develop their understanding of recount and persuasive texts. This will involve engaging in texts about issues in the community and then planning, writing, editing and publishing with a specific audience in mind. Throughout this investigation, students will be encouraged to investigate effective text structure, such as writing an introduction expressing a point of view, a body that supplies reasons with supporting evidence and a conclusion that either reflects on issues raised or provides a recommended action.

MATHEMATICS

Number and Algebra

This term students will work with prime, composite, square and triangular numbers and carry out mental and written computation to solve whole number problems involving all four operations (addition, subtraction, division and multiplication). Students will also have opportunities to explore everyday situations involving integers, and use a number line to represent them. They scale decimals by powers of ten, and add and subtract decimals with and without technology, and estimate their answers. Students have many opportunities to engage with mathematical problem solving through rich and varied tasks as well as maths games to build mental strategies.

Measurement and Geometry

Students investigate combinations of transformations with and without technology, and use the Cartesian coordinate system to describe location in the plane.

Statistics and Probability

Students will be collecting and displaying data about a chosen topic/area of their choice. Throughout the mathematical investigations, students will interpret a range of data displays, including those for two categorical variables, and interpret data presented in the media.

All activities in Mathematics will be differentiated to meet your child's learning needs.

INQUIRY

- Continuity and Change
 - History
- Sustainability and Environment
 - Biological, Earth and Space sciences
- Creativity and Performance
 - Arts: Dance and Media Studies
- Community and Resources
 - Geography, Economics and Business

What we are learning this term in specialist classes

Specialist timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
Physical Education			6Nettie, 6Sarah 6Tessa	6Mhairi	All grade 6 students (two sessions)Choir
Music	Choir		6Nettie, 6Mhairi	Tessa	Sarah
Science/Spanish	6Sarah		6Tessa, Mhairi	6Nettie	
Art/Spanish	6Nettie	6Mhairi	6Sarah 6Tessa		
Kitchen Garden	6Sarah, 6Nettie 6 Tessa			6Mhairi	

Physical Education

- In years 3 to 6 the Physical Education program further develops fundamental motor skills through a range of different sports. Through simple and complex game situations students learn how to have fun while being physically active and learning skills and game tactics.
- Students are taught to display good sportsmanship by encouraging and supporting other students when participating in PE.

Interschool sports- Grade 6 priority

Music

This term in music, grade 6 students will be trying to reinvent and reinterpret simple folk songs. We will start by learning a traditional folk song such as “Heel and Toe Polka” using tuned percussion instruments. The next step is to deconstruct the song looking at the chord progressions and structure so that we can create an original interpretation using instruments that you might not expect to hear. The plan is to utilise the considerable instrumental talents of many of our students to create something new. We will also be continuing with the “Music Futures” program that started in 2015.

Science/Spanish

- Following the **CLIL** (Content and Language Integrated Learning) **methodology**: learning content through a foreign language. Learning Spanish in a *contextualised, authentic, relevant, engaging* way.
- Learning Spanish through classroom communication
- Learning Spanish through art/science projects
- Learning about Spanish and South American art and cultures
- Support your child learning Spanish:
 - Revisit the language they have been learning at school
 - Watch movies or listen to Spanish songs.
 - Label your house rooms and items

Art/Spanish

In term one we are going to explore the work of pop artist Roy Lichestein to get inspiration for our pop art self-portraits, as we learn how to describe ourselves in Spanish. We’re also going to explore the concept of pattern and repetition using new materials and techniques such as gouache and printing during a project focusing on Australian birds. To find out more about what we are doing in the Spanish classrooms you can visit the Spanish website <http://wgpspanish.wix.com/westgarthspanish>.