Welcome
Welcome back to everyone for 2016. There are three year 6 classes this year with a passionate and dedicated team of teaching staff – Brenda O’Leary (Curriculum Leader), Nettie Heron (Administration Leader) and Sarah Lugton. Winter Dunstone is filling in for Nettie while she is away on leave for the first few weeks of this term.

We are currently encouraging students to take on leadership responsibilities within the school. This has already included year 6 students volunteering as playground helpers to assist prep students in their transition to Westgarth. There will be upcoming elections for Junior School Council representatives, House Captains and School Captains.

By now we hope you would have heard about some of the things that the students have been learning in their classrooms this term. The aim of the year 6 team is to strive to be both supportive and inspiring teachers, in order to give your children the opportunities that they need to be their best. This will prepare them with the skills required to make a smooth 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. Staff will engage students in activities that align with the KidsMatter framework (a mental health and student wellbeing framework).

Thanks for all your support to begin the year. We’re looking forward to a fantastic year of learning.

The Year 6 team: Brenda, Nettie and Sarah

### Important dates /Upcoming events

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>23 February</td>
<td>Year 4 – 6 district swimming (Selected students)</td>
</tr>
<tr>
<td>2 March (TBC)</td>
<td>Year 4 – 6 division swimming (Selected students)</td>
</tr>
<tr>
<td>10 March (TBC)</td>
<td>Year 4 – 6 region swimming (Selected students)</td>
</tr>
<tr>
<td>11 March</td>
<td>Curriculum day (Pupil free)</td>
</tr>
<tr>
<td>14 March</td>
<td>Labour Day (Public holiday)</td>
</tr>
<tr>
<td>16 March</td>
<td>Year 5 and 6 cricket gala (Interested students)</td>
</tr>
<tr>
<td>21 March</td>
<td>Harmony day: African drumming workshop</td>
</tr>
<tr>
<td>22 March</td>
<td>School photographs</td>
</tr>
<tr>
<td>24 March</td>
<td>Last day of term</td>
</tr>
<tr>
<td>15 December</td>
<td>Graduation</td>
</tr>
</tbody>
</table>

All students must have a ‘Sun Smart’ hat to wear at recess, lunchtime, at interschool sport and during sports events such as at district swimming.

### Student expectations

By Term 1 we expect all students to:
- be at school and listening at morning assembly at 9:00am (Mondays on Brooke St and Wednesdays on Clarke St)
- bring their student diary to school each day
- 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
- complete all of their homework by the due date, including 90 minutes of reading each week.

### How you can help your child at home

- Please make sure your child is at school on time every day. Children are 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. Soon your child will be bringing home a reading log diary. Please ensure that this is signed weekly when possible.
- Encourage your child to complete any set homework tasks related to our inquiry topic.
- Please check that your child’s belongings are clearly labelled – this includes clothing and lunchboxes.
- 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.
What we are learning this term in the classroom

ENGLISH

Reading and Viewing
The texts that students read, view and discuss are at the student’s instructional level. An emphasis on students using comprehension strategies to interpret and analyse information and ideas from a variety of textual sources will be a focus throughout the year. Students will be investigating how authors use language features to inform and persuade the reader. These features will be used when writing persuasive arguments. There will also be an explicit focus on students ‘getting their knowledge ready’ prior to reading texts. This will include teachers supporting students to create pictures in their mind and brainstorming what they already know about a topic.

Writing
Writing tasks 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 students in texts about issues in the community and then planning, writing, editing and publishing their work with a specific audience in mind. Students will investigate structures related to recount and persuasive texts.

Speaking and Listening
Students will have many opportunities to present to their peers and teachers both in and out of the classroom by participating in debating teams. Topics presented to audiences will support both our inquiry unit and persuasive writing focus.

MATHEMATICS

Number and Algebra
Students will have many opportunities to engage with mathematical problem solving through rich and varied tasks, and will learn strategies to support mental computation. Students will learn about rounding and estimation, and carry out mental and written computation to solve whole number problems involving all four operations (addition, subtraction, division and multiplication). Later this term, students will also learn about adding and subtracting decimals. They will explore prime, composite, square and triangular numbers. Students will also explore everyday situations involving positive and negative numbers, and use a number line to represent them.

Measurement and Geometry
Students investigate combinations of transformations (flips, slides and turns) with and without technology, and use the Cartesian coordinate system to describe locations.

Statistics and Probability
Students will be collecting and displaying data about a chosen topic/area of their choice. Students will interpret a range of graphs, including those for two categories of data on the same graph, and interpret data presented in the media.

All activities in mathematics will be differentiated to meet your child’s learning needs.

INQUIRY
Students will be learning about government and democracy through our ‘You’re the voice’ inquiry unit. Students will discuss the values, principles and institutions that underpin Australia’s democratic forms of government.

Students will investigate the roles and responsibilities of the three levels of government. Discussions will identify the key features of the Australian electoral process as well as the roles and responsibilities of electors and representatives in Australia’s democracy.

If you have skills/knowledge/expertise relating to our inquiry of democracy, we would welcome you to come along and speak to the students or share your skills.
What we are learning this term in specialist classes

<table>
<thead>
<tr>
<th>Specialist timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Science/Spanish</td>
</tr>
<tr>
<td>Art/Spanish</td>
</tr>
</tbody>
</table>

**Physical Education**
This term, the year 6s will be participating in a cricket unit while concentrating on being a good sport. Students will consolidate their ball and striking skills in cricket and play some T20 cricket matches. Other units of work that the students will participate in this term are tennis and hockey. The year 6s have all joined a summer sport team for interschool sport. The sports on offer are cricket, bat tennis, rounders and softball. When chosen in the weekly team, students will compete against other schools in our area. If it is an away game, students will need to bring $10 to cover the cost of the bus. Remember: Students need to wear their Westgarth sports uniform to school on Fridays.

We have two extra-curricular activities for year 6s this term. Students who qualified to represent Westgarth at swimming will compete in District Swimming on Tuesday, 23 February. There is also a District Cricket Gala Day on Wednesday, 16 March for interested year 6s to participate in.

**Music**
This term, year 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 will be to deconstruct the song looking at the chord progressions and structure so that they can create an original interpretation using instruments that they 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 was started late last year.

**Science/Spanish**
In term 1, Year 6 students will be reinforcing their knowledge of the Spanish language through science by exploring the Earth and space sciences. They will learn how the Earth is part of a system of planets orbiting around the Sun. Students will be able to identify the planets of the solar system and compare how long each planet takes to orbit the sun. They will also model a relative size of and distance between Earth, other planets in the solar system as well as the sun. By the end of the term, students will be able to form simple sentences using a wider range of vocabulary such as cardinal and ordinal numbers, sizes, units of measure and planets in Spanish.

**Art/Spanish**
In term 1, the students are going to continue their journey in learning Spanish through different visual forms, using different materials and techniques to represent the idea of self. They will explore Andy Warhol’s pop art to get some inspiration for our paint-by-number self-portraits, as we learn how to describe themselves in Spanish. They are also going to explore movement looking at the work of Keith Haring, as we learn how to describe actions in Spanish.