

Term Overview | Term 2 | 2018

Year Six

Dear Parents/Caregivers,

Assalamu 'alaikum Wa Rahmatullahi Wa Barakatuh

Welcome

The Year Six team is delighted to welcome you to the second term of the 2018 academic year.

Comprehensive and evidence-based learning programs have been planned with the aim of providing your child with engaging and educational learning experiences.

Please take a few minutes to read the term overview so that you are familiar with general expectations and the learning your child will be involved in throughout the term.

Introduction

The Year Six team is as follows:



Ms Eaman Badaui
6A Class Teacher
Coordinator



Ms Rukshana Khan
6Z Class Teacher
Coordinator



Ms Nicole Abdelwahed
6K Class Teacher

Attendance and Punctuality

Students are required to be at school each day it is open. If your child is **absent**, a letter needs to be provided to the teacher explaining the reason for the absence. Should you need to take **leave**, a leave form should be completed and handed in to the office, providing at least one term's notice. Punctuality is a policy requirement. Students are encouraged to be at school by 8:20am so that they can participate in the morning assembly. In the event that a **late arrival** cannot be avoided, please ensure you sign your child in at the office and obtain a late note, which must be handed to the class teacher.



Student Behaviour Management System

Reward System



Commendation
Cards



Merit Certificate

5 Commendation Cards = 1 Merit
Certificate



Bronze Award

4 Merit Certificates = 1 Bronze
Award



Silver Award

3 Bronze Awards = 1 Silver Award



Gold Award

2 Silver Awards = 1 Gold Award



Unity Trophy

2 Gold Awards = 1 Unity Trophy

Uniform

It is a College expectation that all students are dressed in the correct and complete school uniform. Uniforms should be clean, pressed and without tears or rips. Girls tunics should be at or near ankle length and jewellery should not be worn. Boys ties must be worn as well as grey socks and shirts should be tucked in neatly. Summer uniform means girls wear white socks. Hats are a daily requirement as the 'No Hat, No Play' rule will be strictly enforced. We encourage you to **label** all uniform items.

Communication

Communication is essential and therefore, if you need to contact your child's teacher at any time throughout the year, please use the following avenues:

- you may leave a message via the **administration office**
- you may leave a message in your child's **diary**
- you may send a message to the teacher via the **Class Dojo** app

Teachers will endeavour to respond to your message as soon as possible. Please **allow 24 – 48 hours** for a response. Details on how to connect to Class Dojo and use the app will be sent home with your child very soon.

Stationery and Resources

Please ensure your child comes to school equipped with the necessary **stationery** and **equipment**. Should your child run out of or lose a stationery item, please assist us by replacing it in a timely manner. In this way, your child is adequately prepared for learning. We encourage you to **label** all items.

It would be greatly appreciated if a box of **tissues** and a packet of **wipes** are sent to school each term.

Homework | Diaries

The cooperative roles of teachers and parents is crucial in assisting students to progress and succeed. Ensuring your child completes homework tasks would be very much appreciated. Homework is issued every Monday. This term stage 3 (year 5 and 6) will adopt a new homework structure and format. You will notice that students will be given subject specific homework from their teachers. Mathletics and Reading Eggs tasks will continue to feature each week for students to complete and will be monitored by their respective teachers. It is crucial that students complete the set tasks to consolidate the learning at school.

Students will be encouraged to take more ownership of their learning through the new homework structure and the tasks more aligned to curriculum covered within the classroom. Tasks are designed to revise and consolidate concepts taught at school.

Homework includes the completion of **Mathletics** and **Reading Eggs** activities. These are aligned with your child's needs and ability.

Once students have completed their daily reading, they are required to write a comment about the book in their diary. Diary entries are a **key component** of homework and, as such, must be presented with homework booklets. School diaries are checked daily.

Library and Sport

The school library is a vibrant learning environment your child's class will visit each week. Children will borrow home readers appropriate to their reading levels as well PRC books. Your child will need to bring a library bag on the scheduled library day.

	6 AMETHYST	6 ZIRCON	5 KYANITE
Library Day	Wednesday	Friday	Thursday

To maximise student physical activity, sport is delivered by the trained and experienced PDHPE faculty. **Year Six's sports day is on Thursday.**

Nutrition: Fruit Break, Healthy Lunch Options, Nut Free School

Fruit Break

There is a scheduled daily 5 minute fruit break during the morning session. Please ensure your child brings a healthy snack such as a piece of fruit or vegetables, yogurt, or cheese stick. Students are not permitted to eat unhealthy snacks during this time.

Nut-Free School

Unity Grammar is a **nut free school** as we have students with very serious nut allergies. We need to work together to promote student safety. Kindly refrain from sending any food items containing nuts, including Nutella or peanut butter sandwiches.

Healthy Lunch

A healthy packed lunchbox is encouraged by following NSW Health recommendations.

What's in your child's lunchbox?

Fill it with the **5**

- 1** fruit
- 2** vegetables
- 3** dairy
- 4** wholegrains
- 5** lean meat & alternatives

Make water your drink

Pack ice bricks to keep food cool

Use a thermos to keep food warm

For further information visit: www.eatforhealth.gov.au

NSW Health
South Eastern Sydney
Local Health District

Curriculum Overview

KLA	Overview	
English	<i>Speaking and Listening</i>	In learning to use language, students will be developing a number of contributing skills and strategies, including, interaction skills, oral presentation skills and specific listening skills. This unit will enable students to communicate their thoughts and feelings, to make informed decisions about personal and social issues and to influence an audience. As talking and listening happens simultaneously in interactive, face-to-face interactions, this program, therefore deals with them together, though allowing for the opportunity to focus separately, where appropriate, on the development of either talking or listening skills.
	<i>Reading and Viewing</i>	This unit provides students the study of the picture book 'Fox', which depicts the journey of two damaged creatures, emerged from a charred forest destroyed by bushfire. 'Now and again Fox joins in the conversation, but Magpie can feel him always watching her.' Magpie's dangerously embarking on a journey with Fox, only to discover his twisted intentions, wrought by jealousy and loneliness. The study of Jack Davis' Honey spot shows students how two different individuals can come together to form a special bond. Their journey together influences the community's perception of Aboriginal people from negative to positive. The viewing of Dust Echoes is series of 12 animated Dreaming stories informs students about the Aboriginal culture, beliefs and way of life. The journeys portrayed in the animated series, inform viewers of the connection Aboriginal people have to the land.
	<i>Writing and Representing</i>	This unit will provide students with learning experiences where they will create well-structured and well-presented writing and multimodal imaginative and informative texts for a wide range of purposes and audiences. These written pieces will deal with complex topics, issues and language features. Students will be taught the purpose, structure and the grammar used in expositions and a response. Students will evaluate the effectiveness of their writing by drafting, proofreading, editing, reviewing and publishing, focusing on grammatical features and the conventions of writing.
	<i>Spelling</i>	Spelling is viewed as an integral part of the reading and language program. The basic premise of Ants in the Apple method of teaching spelling is that of a problem-solving approach. Rather than viewing spelling as a memory task, students are required to logically apply their knowledge of word structure and spell unknown words.
	<i>Grammar, Vocabulary and Punctuation</i>	Grammar this term will be taught in context. When students learn about the structure of texts, they will also learn about its grammatical features. The aim of this program is to teach a number of specific language features and conventions explicitly, through multiple embodiments and in a variety of contextual perspectives.

Mathematics	<i>Number & Algebra</i>	<table border="1"> <tr><td>Week 1</td><td>Multiplication & Division</td></tr> <tr><td>Week 2</td><td>Fractions & Decimals</td></tr> <tr><td>Week 3</td><td>Mass</td></tr> <tr><td>Week 4</td><td>Fractions & Decimals</td></tr> <tr><td>Week 5</td><td>Volume and Capacity</td></tr> <tr><td>Week 6</td><td>Whole Numbers</td></tr> <tr><td>Week 7</td><td>Half Yearly Examinations</td></tr> <tr><td>Week 8</td><td>Addition & Subtraction</td></tr> <tr><td>Week 9</td><td>Position</td></tr> <tr><td>Week 10</td><td>2D Space</td></tr> </table>	Week 1	Multiplication & Division	Week 2	Fractions & Decimals	Week 3	Mass	Week 4	Fractions & Decimals	Week 5	Volume and Capacity	Week 6	Whole Numbers	Week 7	Half Yearly Examinations	Week 8	Addition & Subtraction	Week 9	Position	Week 10	2D Space
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<i>Measurement & Geometry</i>																						
<i>Statistics & Probability</i>																						
Geography		<p>Australia as a Nation</p> <p>This topic moves from colonial Australia to the development of Australia as a nation, particularly after 1901. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia's British heritage, the Westminster system and other models that influenced the development of Australia's system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.</p>																				
Science and Technology	<i>Content</i>	<p>Built Environments to Meet the Needs of People</p> <p>This unit will allow students to explore different concepts of the built environment including social and environmental factors influencing design. This unit reflects a constructivist teaching and learning approach which is highlighted through inquiry based and hands on activities. This unit also uses a social constructivist approach where they are engaged in social interactions through group work and whole class activities applying their existing knowledge to construct new understandings. Students will be encouraged to question themselves, their strategies and assess how the various activities are enriching their understanding.</p>																				
	<i>Skills</i>																					
CAPA	<i>Visual Arts Music</i>	<p>Music:</p> <p>This unit provides a sequence of learning based on the song 'Absolutely Everybody' performed by Vanessa Amorosi. It looks at ways of focusing on repertoire through examining musical concepts in listening, while still incorporating other learning experiences in performing and organising sound. This unit uses a different approach to listening. Students learn most from listening when they are able to explore the music through performing and organising sounds activities. This series of activities approaches listening through activities in performing and organising sound stemming from the initial listening.</p> <p>Visual Arts:</p> <p>The focus of this unit is to appreciate and understand the ideas that artists are trying to convey throughout street art. Students will explore freedom of</p>																				

		expression vs. crime and punishment. Students will explore the street artist 'Banksy' and design their own tags to convey their own meaning.
PDHPE	<i>PDH</i>	<p>Safety in the Environment</p> <p>This unit has been designed to develop the students' knowledge of road and water safety skills. The students will learn about road and water safety skills and will identify hazards and safety measures associated with different types of road and water environments. They will analyse different methods of water rescue and discuss their appropriate use. They will be introduced to the St John's Ambulance action plan D.R.A.B.C and will role-play the use of this action plan in different emergency situations.</p> <p>PE</p> <p>Fundamental Movement Skills: Dribble, pass, leap, dodge</p> <p>Unit: Basketball</p>
	<i>PE</i>	

Thank you for your cooperation. We look forward to a successful year working with you and your child!

Sincerely,

Ms Badaui, Ms S. Khan and Ms Abdelwahed
Year Six Teachers