



Dear Year 6C families,

Please find below some general information regarding the classroom program your child will be engaged in during **Term 1** of this year. Please feel free to make contact by phone, email or by arranging a meeting to discuss your child's progress at school.

**Teacher:** Maree Clark      **Class:** 6C

**Email:** [admin@wellingtonpointss.eq.edu.au](mailto:admin@wellingtonpointss.eq.edu.au)

**School Office:** 3286 0666

**Student Absences:** 3286 0660

**Timetable**

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50-9.00	Daily Prep	Daily Prep	Daily Prep	Daily Prep	Daily Prep
9.00-11.00	English <b>Music</b> Homework	English <b>PE</b>	English Maths	English Maths	<b>Parade</b> Science
11.00-11.40			<b>First break</b>		
11.40-1.10	English Maths	English Maths	English <b>LOTE</b>	KITCHEN	English Maths
1.10-1.50			<b>Second break</b>		
1.50-2.00	Roll marking	Roll marking	Roll marking	Roll marking	Roll marking
2.00-3.00	Visual Arts	HASS	Technology	Health	Enrichment Programs

**Homework Expectations- checked each Monday**

Each week students complete both a Maths and Reading worksheet. All activities are linked to the Australian National Curriculum. The comprehension passages are based on the HASS and Science components and are intended to be used to either pre-frame learning in this area, complement current learning or consolidate knowledge learnt previously in class.

**In-Class Support**

There are always students who work through tasks easily and accurately and those who need extra support and guidance. All students are catered for in our classroom, with a selection of activities:

- Differentiated homework and class tasks, including PLD groups
- Individual, small group and large focus groups
- Consolidation games to support or reinforce learning, as well as extend knowledge and understanding.

**Curriculum Focus**

**Inquiry (English):** In Term 1, students will engage with a variety of literary texts including films, digital texts and novels for enjoyment. These texts may include less predictable characters, elaborated events, flashbacks and shifts in time and literature by First Nations Australian, Australian and world authors including texts from and about Asia. They will explore how ideas and events are represented by authors, then explore author style, use of text structures and language features and identify interpersonal relationships between characters. Finally, students will use texts as models to adapt a narrative and participate in discussion.

**Mathematics:** This term, students will apply a variety of mathematical concepts in real-life, lifelike and mathematical situations. They will identify and describe properties of prime and composite numbers, and select and apply mental and written strategies to problems involving addition, subtraction, multiplication and division. Students will order and compare, add and subtract fractions with related denominators, calculate the fraction of a quantity and solve problems involving the addition and subtraction of fractions. They will represent the probability of outcomes as a fraction or decimal and conduct chance experiments. Students will investigate and calculate percentage discounts of 10%, 25% and 50% on sale items. They will solve problems involving the comparison of lengths and areas, and interpret and utilise timetables. Finally, students will revise and interpret different types of data displays, investigate the similarities and differences,



identify the purpose and also use these displays. They will discuss and identify the difference between categorical and numerical data.

**Science:** In Term One, students will investigate how physical conditions of the environment affect the survival of living things. Investigating organisms that live in extreme environments, students will learn that changes in physical conditions will affect the behaviour and survival of living thing, including animals that migrate or hibernate and mould growth. This unit will help students understand that Aboriginal Peoples' knowledge of the physical conditions necessary for the survival of living things helps them protect the natural environment.

**Inquiry (HASS):** Students will investigate the formation of an Australian Federation by using a variety of learning strategies, such as cooperative learning activities and inquiry-based tasks. They will study the origins of our system of national government and learn about the key figures and reasons for uniting as a nation. They will critically analyse the different attitudes towards federation at the time and research the development of our constitution. Through analysis of primary and secondary sources, students will identify the key elements of our system of government and investigate its origins. They will learn about the Magna Carta and investigate the Westminster and American political systems to help them identify their influences on the development of the Australian system of government.

Furthermore, students will describe and explain the struggles for rights and freedoms in Australia in the 20th Century. They will examine Australian human rights, past and present, including the status and rights of Aboriginal and Torres Strait Islander Peoples and children. The students explain how Australian society has changed throughout the 20th Century for these groups and investigate the significance of the Mabo Decision.

**The Arts:** This term, in Visual Arts, students will delve into the world of Pop Art, exploring techniques, styles, and the cultural impact of iconic artists such as Warhol and Lichtenstein. This unit aims to enhance creativity, critical analysis, and technical skills. We look forward to your child's enthusiastic engagement in this exploration.

**Music:** This semester, the Year Six students will extend their understanding of the elements of music as they further develop their aural skills by exploring and imitating sounds, pitch, beat, rhythm, dynamics and form using voice, movement, body percussion and tuned and un-tuned percussion instruments. They will experiment with the elements of music by improvising patterns, phrases and melodies. Students will sing and play in different styles, demonstrating aural, technical and expressive skills by singing, moving and playing tuned and un-tuned percussion instruments, reading, writing and improvising. They will examine music from different social, cultural and historical contexts. The students will learn correct technique for playing descant recorder- hand position, articulation, fingerings and make the link between reading notes off the music staff and their formation on the instrument. They will create simple improvisations and pieces on the recorder.

**Health and Physical Education - Health:** This term in Health, students will explain the influence of people and places on identities. They will explore how important people in their lives and the media can influence health behaviours. Students will also examine influences on health behaviours and construct a health message for their peers.

**Health and Physical Education – Physical Education:** Students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses. Students will develop their map reading, problem solving and teamwork skills through orienteering.

**Technologies:** In this unit students will investigate the characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for students in an education setting. Throughout this unit, students will develop skills in thinking when they are encouraged to reflect, inquire, generate, and analyse, synthesise and evaluate.

COURTEOUS

HONEST

AIM HIGH

MATESHIP

PROUD

SAFE

**Languages (Japanese):** In Term 1 in Japanese, the Year 6s will be designing and describing an outfit for a fashion magazine. They will be learning different nouns to describe various types of clothing (eg シャツ、スカート、くつした、くつ、ジャケット、ジーンズ、ワンピース、ベルト). They will be revising (from year 5) certain adjectives to describe colours and size. They will be learning the different verbs used to communicate the wearing of different fashion items. The grammatical importance of the particle を will also be discussed in the formulation of the sentence pattern learnt. The final demonstration of this learning will be shown as students create a fashion article written in the three texts of Hiragana, Katakana and Kanji.

### Special Events/Excursions


See last page

### How can parents/carers help

- Ensure homework is completed regularly and support them in their tasks.
- Read with them regularly. Get them to talk about what they are reading and ask questions.
- Ensure your child arrives to school on time and discuss their day with them.
- Communicating regularly with class teacher and keep up to date with newsletters and notes.

**Work with honour**

## Special Events/Excursions

 <h1 style="text-align: center;">TERM 1 2024 CALENDAR</h1>					
WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
1 22/1 – 26/1	<ul style="list-style-type: none"> <li>First day students return to school</li> </ul>				AUSTRALIA DAY PUBLIC HOLIDAY
2 29/1– 2/2	<ul style="list-style-type: none"> <li>Class information sheets emailed to families</li> </ul>		<ul style="list-style-type: none"> <li>Year 6 Kitchen Lessons commence</li> </ul>		<ul style="list-style-type: none"> <li>First Whole School Parade 9am</li> </ul>
3 5/2 – 9/2		<ul style="list-style-type: none"> <li>Meet the Teacher Meetings 5pm start</li> </ul>			<ul style="list-style-type: none"> <li>Captains Parade – Whole School 9am</li> <li>Wellbeing Friday Enrichment Programs start</li> </ul>
4 12/2 – 16/2					<ul style="list-style-type: none"> <li>Peacekeeper Parade – Whole School 9am</li> <li>2024 Captains Morning Tea with Leadership Team</li> </ul>
5 19/2 – 23/2				<ul style="list-style-type: none"> <li>Wake Up with Wello Starts</li> <li>Bravehearts P-2</li> <li>Year 5 Gold Rush Excursion</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Parade 9am</li> </ul>
6 26/2 – 1/3			<ul style="list-style-type: none"> <li>CHYMS Good Mental Health Rocks – Year 6</li> </ul>		<ul style="list-style-type: none"> <li>Whole School Parade 9am</li> </ul>
7 4/3 – 8/3	<ul style="list-style-type: none"> <li>Year 6 Camp</li> </ul>	<ul style="list-style-type: none"> <li>Year 6 Camp</li> </ul>	<ul style="list-style-type: none"> <li>Year 6 Camp</li> </ul>		<ul style="list-style-type: none"> <li>International Women’s Day</li> <li>School Photos Day</li> <li>NO Parade Today</li> </ul>
8 11/3 – 15/3			<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>Cross Country 9am – 1pm</li> <li>NO Parade Today</li> </ul>
9 18/3 – 22/3	<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>Parent Teacher Interviews</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>Chappy Subway Day</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN</li> <li>Whole School Parade 9:00am</li> <li>OSPREY Touch</li> </ul>
10 25/3 – 29/3	<ul style="list-style-type: none"> <li>NAPLAN</li> </ul>	<ul style="list-style-type: none"> <li>HARMONY DAY</li> </ul>		<ul style="list-style-type: none"> <li>Easter Hat Parade P-2</li> <li>Disco TBC</li> </ul>	GOOD FRIDAY PUBLIC HOLIDAY