



2025

Year 6K Newsletter  
Term 1

Dear Year 6 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:** Miss Amy Reibelt  
**School Office:** 3286 0666

**Class:** 6K

**Email:** [admin@wellingtonpointss.eq.edu.au](mailto:admin@wellingtonpointss.eq.edu.au)  
**Student Absences:** 3286 0660

### Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.50-9.00	Set up for day	Set up for day	Set up for day	Set up for day	Set up for day
9.00-11.00	Maths Music	English Maths	English Kitchen	HASS English	Parade English Maths
11.00-11.40	<b>First break</b>				
11.40-1.10	English	Science	LOTE	Maths	Passion Projects (Visual Arts)
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	HASS	Health	Maths	PE	Enrichment Groups

### Homework Expectations

- **Reading** – We strongly encourage students to read for 15 to 20 minutes per day.
- **Math** – All students should regularly recall multiplication facts to improve/maintain automaticity.
- **Assignments** – This term, a homework task will be sent home for students to complete. Further information will be provided at a later date.

### In-Class Support



*I am Rachel Evans, and I am excited to again be working with Year 5 and Year 6 as the teacher for Inclusion. I have been teaching in multiple different roles since 2009 and I'm looking forward to working together with the classroom teacher to help your children succeed this year.*

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 variety of activities and opportunities:

- Differentiated 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

#### English (Inquiry):

In Term 1, students will engage with a variety of literary texts that support and extend students as independent readers. The texts we will be engaging with are short films, songs, short stories and novels. Students will explore how literary devices, such as narrative structure, characterisation, rhetorical devices, imagery or figurative language, are used to enhance meaning and for effect.



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Through these texts, students will explore contexts in which texts were created and how characters, setting, events or ideas are represented by authors. They discuss the influence historical, social and cultural experiences may have on the meaning of texts and attitudes towards characters, actions and events.

Students use interaction skills and features of voice to share opinions and evaluate information about texts, using and varying language appropriate to the situation and audience.

### **HASS (Inquiry):**

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.

Students will then 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 will explain how Australian society has changed throughout the 20th Century for these groups and investigate the significance of the Mabo Decision.

### **Mathematics:**

In Term 1, students will use integers to represent points on a number line and in the Cartesian plane. They will locate an ordered pair in any one of the 4 quadrants on a cartesian plane and will create tessellating patterns using combinations of transformations. They will compare distributions of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigations, using digital tools. Students will also critique arguments presented in the media based on statistics.

### **Science:**

In Term 1, students will investigate how physical conditions of the environment affect the survival of living things. They will investigate organisms that live in extreme environments, they will learn that changes in physical conditions will affect the behaviour and survival of living things, including animals that migrate or hibernate, and mould growth. Students will explore how changing the physical conditions for plants impacts on their growth and survival and understand that First Nations Peoples' knowledge of the physical conditions necessary for the survival of living things helps them protect the natural environment.

### **The Arts: Visual Arts**

This semester, in Visual Arts, students will explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal, Torres Strait Islander and Asian artists and consider this in the development of their own artworks. They will experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view. Students will plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context. They will then compare recontextualisation of ready-mades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern.

### **Health and Physical Education - Health:**

This term in Health, students will explain the influence of people and place on identities and explore how important people in their lives and the media can influence healthy behaviours. Students will examine influences on healthy behaviours and construct a health message for their peers.

### **Health and Physical Education - Physical Education:**

Free-running/Orienteering - 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:**

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 wildlife in their local area.

### **Languages (Japanese):**

#### **Year 6**

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 that the language uses 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 culmination of this learnt knowledge will be exemplified by the students in the creation of a fashion article written in the three texts of hiragana, katakana and kanji.

### Special Events/Excursions

Please 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**

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## Special Events/Excursions: Term 1, 2025

WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
1 27/1 – 31/1	AUSTRALIA DAY PUBLIC HOLIDAY	<ul style="list-style-type: none"> <li>First day students return to school</li> </ul>			<ul style="list-style-type: none"> <li>First Whole School Parade 9am</li> </ul>
2 3/2 – 7/2	<ul style="list-style-type: none"> <li>Class information sheets and management plans emailed to families</li> </ul>				<ul style="list-style-type: none"> <li>Whole School Parade 9am</li> </ul>
3 10/2 – 14/2		<ul style="list-style-type: none"> <li>Parent Information Sessions 3:30pm and 4:15pm (finish 4:45pm)</li> </ul>		<ul style="list-style-type: none"> <li>Wake Up with Wello Starts 8:15am</li> </ul>	<ul style="list-style-type: none"> <li>Captains and Peacekeeper Parade – Whole School 9am</li> <li>Wellbeing Friday Enrichment Programs start</li> </ul>
4 17/2 – 21/2				<ul style="list-style-type: none"> <li>Wake Up with Wello</li> <li>Bravehearts P-2 9am</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Parade 9am</li> <li>2025 Captains Morning Tea with Leadership Team</li> <li>Wellbeing Friday Enrichment</li> </ul>
5 24/2 – 28/2	<ul style="list-style-type: none"> <li>HALOGEN School Captains Day - Excursion</li> </ul>		<ul style="list-style-type: none"> <li>Student Council Free Dress Day</li> </ul>	<ul style="list-style-type: none"> <li>Wake Up with Wello</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Parade 9am</li> <li>Wellbeing Friday Enrichment</li> </ul>
6 3/3 – 7/3			<ul style="list-style-type: none"> <li>CHYMS Good Mental Health Rocks – Year 6: 9-11am</li> </ul>	<ul style="list-style-type: none"> <li>Wake Up with Wello</li> <li>Tooth Fairy Visit 9am</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Parade 9am</li> <li>International Women’s Day (March 8)</li> <li>Wellbeing Friday Enrichment</li> </ul>
7 10/3 – 14/3	<ul style="list-style-type: none"> <li>Tooth Fairy Van week 7-10 (Admin carpark)</li> </ul>		<ul style="list-style-type: none"> <li>NAPLAN (Year 3 &amp; 5)</li> </ul>	<ul style="list-style-type: none"> <li>Wake Up with Wello</li> <li>NAPLAN (Year 3 &amp; 5)</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN (Year 3 &amp; 5)</li> <li>School Photos Day</li> <li>NO Parade Today</li> </ul>
8 17/3 – 21/3	<ul style="list-style-type: none"> <li>NAPLAN (Year 3 &amp; 5)</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN (Year 3 &amp; 5)</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN (Year 3 &amp; 5)</li> </ul>	<ul style="list-style-type: none"> <li>Wake Up with Wello</li> <li>NAPLAN (Year 3 &amp; 5)</li> <li>Chappy Subway</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN (Year 3 &amp; 5)</li> <li>Cross Country 9am – 1pm</li> <li>NO Parade Today</li> </ul>
9 24/3 – 28/3	<ul style="list-style-type: none"> <li>NAPLAN</li> <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>Wake Up with Wello</li> </ul>	<ul style="list-style-type: none"> <li>Whole School Parade 9:00am</li> <li>Wellbeing Friday Enrichment</li> </ul>
10 31/3 – 4/4		<ul style="list-style-type: none"> <li>HARMONY DAY</li> <li>Parent Teacher Conversations 3:10pm - 6:30pm</li> </ul>			<ul style="list-style-type: none"> <li>No Parade Today</li> <li>Easter Hat Parade P-2 9am</li> <li>Student Council Easter Disco</li> </ul>