



2022

Year 6

Learning Journey

Term 3

## Important Days and Information

**Sports Day:** Friday

**PE Day:** Monday

Please ensure your child wears their sports uniform.

**BYOD:** Everyday

Additional information can be found on 'The Glendore Grove' Smore page: [The Glendore Groove | Smore Newsletters for Education](#)

4/8/22: Education week – 9am Open Classroom – Parents & Caregivers Welcome

17/8/22: Grandparents Day & Book Week Parade - Parents & Caregivers Welcome

18/8/22: Author Talk by Belinda Murrell – Cost covered by school

22/8/22: 3-6 Assembly at 11:30am - Parents & Caregivers Welcome

31/8/22: Desserts with Dad – Parents & Caregivers Welcome (\$5 to \$10)

7/9/22 & 8/9/22: **School Photos**

19/9/22: 3-6 Assembly at 11:30am – Parents & Caregivers Welcome

22/9/22: K-6 Incursion: Science Show (\$10)

*\*Please note: Changes to dates and costs may occur.*

## English

### **Reading & Viewing:**

Students will engage in daily Explicit Instruction lessons and reading groups. Activities focus on the development and consolidation of a range of literacy strategies including spelling, fluency, comprehension and writing skills. Our reading focus will be on vocabulary and comprehension strategies including making connections, predicting, questioning, monitoring, visualising and summarising.

Our Chapter Study this term is "Once". This unit allows students to explore the concepts of displacement, kindness, hope/disappointment, courage, loss, oppression, resistance and separation through the text "Once" by Morris Gleitzman. Students will explore a variety of techniques used by the author to engage and move the audience. They will look at a range of different viewpoint of characters, actions and opinions.

### **Writing & Representing:**

Students will participate in guided, modelled and independent writing tasks based on a range of text types. Students will focus on the Informative text type in Writing lessons.

### **Speaking & Listening:**

Students will participate in a range of class-based Speaking & Listening activities focusing on a range of topics. Your 'at home' task is to research a tradition or celebration of an Asian country and share your information with your class.

Your speech should include:

- Information on the country the celebration or tradition takes place
- The significance of the tradition or celebration
- How it is celebrated and the duration of the celebration

Students are **encouraged** to complete the 'at home' task. Separate information has been sent.

## Mathematics

Students will explore the following mathematical concepts through whole class, group and independent tasks throughout this term:

### Whole Number

- determine whether a number is prime, composite or neither

### Two-Dimensional Space

- identify whether a two-dimensional shape has been translated, reflected or rotated, or has undergone a number of transformations
- construct patterns of two-dimensional shapes that involve translations, reflections and rotations using computer software
- predict the next translation, reflection or rotation in a pattern

### Angles

- use the results established for adjacent angles that form right angles, straight angles and angles of revolution to find the size of unknown angles in diagrams
- investigate, with and without the use of digital technologies, vertically opposite angles and establish that they are equal in size
- use the equality of vertically opposite angles to find the size of unknown angles in diagrams

### Fractions, Decimals and Percentages

- use mental strategies to multiply simple decimals by single-digit numbers
- multiply decimals of up to three decimal places by whole numbers of up to two digits, with and without the use of digital technologies
- divide decimals by a one-digit whole number where the result is a terminating decimal
- solve word problems involving the multiplication and division of decimals, including those involving money
- recognise the number patterns formed when decimals are multiplied and divided by 10, 100 and 1000
- multiply and divide decimals by 10, 100 and 1000

### Three-Dimensional Space

- construct three-dimensional models of prisms and pyramids and sketch the front, side and top views
- construct three-dimensional models of prisms and pyramids, given drawings of different views

### Multiplication and Division

- recognise symbols used to record speed in kilometres per hour
- solve simple problems involving speed
- use the term 'operations' to describe collectively the processes of addition, subtraction, multiplication and division
- investigate and establish the order of operations using real-life contexts

### Area

- investigate and compare the areas of rectangles that have the same perimeter
- solve a variety of problems involving the areas of rectangles (including squares) and triangles

### Fractions, Decimals and Percentages

- recognise that the symbol % means 'percent'
- represent common percentages as fractions and decimals
- represent simple fractions as decimals and as percentages
- represent decimals as fractions and percentages

### Length

- investigate and compare perimeters of rectangles with the same area
- solve a variety of problems involving length and perimeter, including problems involving different units of length

### Patterns and Algebra

- recognise that the number plane (Cartesian plane) is a visual way of describing location on a grid
- recognise that the number plane consists of a horizontal axis ( $x$ -axis) and a vertical axis ( $y$ -axis), creating four quadrants
- identify the point of intersection of the two axes as the origin, having coordinates (0, 0)
- plot and label points, given coordinates, in all four quadrants of the number plane
- identify and record the coordinates of given points in all four quadrants of the number plane

### Chance

- assign expected probabilities to outcomes in chance experiments with random generators, including digital simulators, and compare the expected probabilities with the observed probabilities after both small and large numbers of trials
- use samples to make predictions about a larger 'population' from which the sample comes

**Fantastic resources to support students and families can be found in link here. [Everyday maths \(nsw.gov.au\)](https://www.everydaymaths.nsw.gov.au)**

## Science and Technology

### **Physical World – ‘Exploring Forces’**

This Physical Science Unit for Years 5 and 6 introduces students to a variety of contact and non-contact forces. Applied force, gravity, air resistance, buoyancy, tension and elastic force are explored in detail through many practical investigations, mostly in the context of space travel and ‘rocket science’. Students learn that forces can be described as a push or a pull and represented by an arrow. They understand that the force of gravity varies from planet to planet. They construct and launch a model rocket and explore situations where air resistance is helpful and unhelpful. They employ the scientific method to perform an experiment on how the force of air resistance can be increased or decreased, learn about buoyancy by practical investigation and construct catapults to study tension and elastic force.

#### **Key Inquiry Questions:**

- *How can we make a force stronger or weaker?*

## Geography

### **‘A Diverse and Connected World’**

Students explore countries of the Asian region, and the connections Australia has with other countries across the world. Students learn about the diversity of the world’s people, including the indigenous peoples of other countries. Students will explore and reflect upon similarities, difference and the importance of intercultural understanding.

## Creative and Performing Arts

CAPA is a multi-disciplinary Key Learning Area (KLA) consisting of four interdependent subject areas: Dance, Drama, Music and Visual Arts.

In music this term, students will explore and identify different percussion instruments and reflect on the role of a percussionist as a solo performance and as part of an ensemble. They will describe electronic compositions, experiment with music software, and create an electronic music composition. Students will develop an understanding of musical concepts such as beat, rhythm, meter and percussion to create a musical piece of their own composition.

## Personal Development Health and Physical Education

PDHPE is a multi-disciplinary Key Learning Area (KLA) consisting of 3 interdependent subject areas:

### **Physical Education - Fundamental Movement Skills**

Students will explicitly be taught fundamental movement skills and apply these skills to a range of movement sequences and games. This term, students will focus on the fundamental movement skills Static Balance, Vertical Jump, Side Gallop, Catch and Kick. They form the building blocks which underpin the learning of more complicated sport and movement skills common to the community. Students participate in Physical Education by learning how to perform these movements then apply these skills in a range of modified games. Students learn to communicate effectively during team games, as well as develop a sense of fair play, sportsmanship and teamwork.

### **Physical Education – Sport**

In Sport, students will engage in three activities over the term: Cricket, Netball and Volleyball. Each sport will run for three weeks, giving the chance to focus on fundamental and sport specific skills and practicing with modified games. Students will then get the chance to compete in structured games allowing application of the skills learned. Students will work collaboratively with their peers and learn to demonstrate good sportsmanship.

### **Personal Development and Health – Child Protection**

#### ***‘How can I ensure my wellbeing as I grow and change?’***

In this unit, students will be involved in a variety of discussions and activities that aim to improve their awareness of child protection. Students will develop their skills, knowledge and understanding in being able to keep themselves safe and recognise, react and report when they are unsafe.

### **Happier Schools – Choice Theory**

Students will engage in the ‘Happier Schools Project’ focusing on the development of their interpersonal skills including Accepting, Negotiating, Listening, Encouraging and Respecting.

## Bring Your Own Device (BYOD)

BYOD will commence in Week 1. Students with new devices, or who have not brought their device to school before, should speak to their class teacher as a parent consent and a student contract is required to be completed prior to commencing BYOD usage at Glendore. These notes will be sent out through SchoolBytes. The BYOD program will operate every day of the week.

Additional Information can be found on “The Glendore Groove” [The Glendore Groove | Smore Newsletters for Education](#)

## Assessment

When planning and programming, teachers consider the four questions that comprise the teaching and learning cycle:

- Where are my students now?
- What do I want my students to learn?
- How will my students get there?
- How do I know when my students get there?

To achieve this, Teachers use the five elements of effective assessment: setting learning intentions, success criteria, explicit descriptive feedback, peer and self-assessment and goal setting. Teachers will use a range of assessment tools, techniques and strategies to assess student understanding, skills and knowledge across all learning areas. Assessment strategies include Formative assessment, Summative assessment, PAT-Reading, PAT-Maths, use of observational checklists, anecdotal records and analysis of work samples.

## Homework

Homework will be sent home Mondays and returned to school on Fridays.

Spelling Homework will commence Week 1.

Maths Homework will commence Week 1.

Tasks include:

- *Spelling booklet*
- *Reading Eggspress*
- *Maths booklet*
- *Mathletics*
- *Premier's Reading Challenge*

Yours in Education,

Mrs Cara Budd

Assistant Principal Stage Three (Year 5 and Year 6)

6G Miss Sarah Griffiths

RFF and COVID ILSP Teacher Mrs Nicole Maher

6L Mr Shaun Lawrence

RFF and COVID ILSP Teacher Miss Jessie Scanlon

6T Mrs Casey Tomeski