Welcome back to Term 1! We have an exciting term ahead and we look forward to teaching your child this year. Below is an outline of the topics we will be covering.

**Religious Education**

Our first module this term is, 'Leadership as a Disciple of Jesus'.

In this module, senior students reflect upon how they can be leaders in the way that Jesus showed us. Students will explore how Jesus modelled leadership and taught about leading through love in his parables.

Our second module is, ‘Lent to Easter’.

**LENT to EASTER**

In this module students will explore the themes of Lent and Easter in a creative and integrated way with an in-depth analysis of the parable of the Prodigal Son. Students will explore Jesus’ entry into Jerusalem and the relationship with his divine mission and develop an understanding of the relationship to the liturgy of Passion Sunday. For their continuing journey into the Easter season, students will focus on the great joy, intense hope and the positive impact that the news of Jesus’ resurrection brings to believers of the Catholic faith. Through participation and involvement in the module as well as in whole school Lent and Easter activities and celebrations, students will gain an awareness of the stories, actions and symbols of Lent and Easter.

**English**

**Reading and Viewing**

Children are grouped and work independently or cooperatively while the teacher is instructing a focus group. Children also take part in modelled, shared and independent reading daily. Some of the aspects we will be looking closely at this term are:

- Reading a variety of texts
- Vocabulary building
- Exploring a range of comprehension strategies (summarising, inferencing, synthesising)

**Spelling**

We will continue to develop our use of the five Effective Spelling Strategies (Sound, Visual, Meaning, Connecting, Checking) to explore a variety of vocabulary and extend our spelling skills. The Sound Waves spelling program continues to provide our weekly sound focus and contributes to the children’s weekly word lists. Individualised weekly spelling lists will be based on the weekly sound, thematic words and tricky words determined from children’s own writing.
Sound – focusing on sound
Visual – focusing on how words look
Meaning – thinking about word meaning
Connecting – making connections with other words
Checking – using a variety of resources to check spelling

Handwriting
We expect a high standard of presentation in bookwork from the children at all times and N.S.W. Foundation cursive handwriting will be encouraged in all areas of the curriculum.

Writing and Representing
In class the children are involved in construction of shared and independent texts with a particular focus on building a selection of writing sample continuums that children can use to analyse and assess their own writing. Many of the strategies from the Sevens Steps to Writing Success framework will be incorporated in the writing program. There will be both class and small group focus to examine how we compose texts, incorporating effective grammar conventions and punctuation techniques. Text types to be covered this term are Informative Writing (Information Report & Historical Recount), Persuasive Writing (Exposition) and Imaginative Writing (Poetry). Proof reading and editing skills are an important part of the writing process and continue to be a focus throughout the year.

Mathematics

Over the whole of Term 1, Year 6 will be covering the following mathematical strands in Numeracy:

- **Whole number**
  - Recognise the location of negative numbers in relation to zero on a number line
  - Identify and describe prime and composite numbers
  - Model and describe square and triangular numbers

- **Addition and Subtraction**
  - Select and apply efficient mental, written and calculator strategies to solve word problems and record the strategy used

- **Length**
  - Record lengths and distances using decimal notation to three decimal places
  - Convert between kilometres, metres, centimetres and millimetres
- Solve problems involving lengths and perimeter

- **2D space**
  - Identify, describe, compare and draw diagonals of two-dimensional shapes
  - Identify and name parts of circles
  - Identify, use and describe combinations of translations, reflections and rotations

- **Angles**
  - Identify and name angle types formed by the intersection of straight lines, including 'angles on a straight line', 'angles at a point' and 'vertically opposite angles'
  - Use known angle results to find unknown angles in diagrams

- **Position**
  - Use grid-referenced maps to locate and describe positions
  - Follow a sequence of directions, including compass directions, to find a particular location on a map
  - Describe routes using landmarks and directional language

### History

Our unit this semester is, *AUSTRALIA AS A NATION - FEDERATION*. Students will develop their historical inquiry skills by investigating the key figures and events that led to Australia’s Federation. As a group they will produce a range of narratives and descriptions of life at the time of Federation. Based on evidence from their examination of primary and secondary sources, the presentations (including museum displays, dramatic re-enactments, newspaper articles and posters) will culminate in a Federation Day to be shared with their Year 5 peers in the classroom, demonstrating critical thinking and an understanding of cause and effect, perspectives and significance.

### Science

**Living Things - Amazing Adaptations in Antarctica**

We will look at the global environment of Antarctica in depth, to identify where it is situated on the globe and what this environment is like. We will investigate animals and organisms that make up the Antarctic food chain and how human habitation has created issues relating to the care of Antarctica. We will investigate global warming and observe how it is affecting this pristine and fragile environment.

*Guest speaker, Chris Olsen from Adventure Presentations, will also give a presentation entitled A Journey to Antarctica to assist the children first hand in their learning through his experiences as an adventurer in Antarctica.*

**Creative Arts (in class)**

We will be studying the artwork of Lucia DeLeiris who accompanied an expedition to Antarctica during 1998-99, sponsored by the US National Science Foundation. From her journals, drawings and paintings documenting the remarkable ecosystem we will introduce the children to the worlds above and beneath the pack ice, the ocean lying just below the ice and on the narrow strip of coastline. Creative writing, visual arts, design and make and drama tasks will be designed to link to the Multiple Intelligence model of thinking and creating relating to the Antarctic theme.
Technology

Computer skills are integrated across the curriculum. The children will further develop their skills in computer operations, concepts, word processing, graphics, research and cyber safety skills associated with Internet use. We have set up our Year 6 Blog, which will be a great way for students to share their learning with their families as well as provide students easy access to regularly visited websites. The blog can be accessed at www.6dw2016.blogspot.com. Students have new passwords for Study Ladder and these are noted in their homework books for use at home. We will continue to make use of this site at school as well as World Book Encyclopaedia, BBC Learning and a range of other sites to explore English, Mathematics and other Key Learning Areas (some of which are linked on the blog). Students will continue to use their Diocese of Broken Bay email account. They will also continue to consolidate their knowledge and skills using Google applications.

A separate note has been sent home regarding this. Please ensure that your child has returned their Internet Agreement note signed by a parent giving them permission to access the internet from school.

BYODD/iPad Program

We are excited to be able to design activities to engage children in rich learning experiences using the school iPads and the technology provided through the implementation of the BYODD Program. The technology will enable us to promote the higher order thinking skills of analysing, evaluating and creating which are all essential for 21st Century learning. We plan to spend the first part of this term establishing and reinforcing protocols and rules around the use and care of the iPads and the expectations around the transition between home and school. We know that technology provides opportunities to build general competencies and encourage children’s development as independent problem-solvers within today’s world. We believe that by bringing the iPad home daily, parents will have access to their child’s individual learning which will hopefully further connect the home and school learning environments. Please refer to the following table of responsibilities that was recently emailed to parents.

<table>
<thead>
<tr>
<th>Students will:</th>
<th>The School will:</th>
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<tbody>
<tr>
<td>Ensure iPads are fully charged before coming to school each day</td>
<td></td>
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<tr>
<td>Have all equipment well labelled</td>
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<tr>
<td>Have required apps loaded, updated and ready to be used</td>
<td>Provide a list of apps required for use at school</td>
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<tr>
<td>Ensure that the iPad has memory space available to accommodate the required learning tasks</td>
<td>Help to create cloud based storage spaces for children to save and showcase digital work</td>
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<tr>
<td>Remember to build in time for rest from screen time</td>
<td>Ensure an appropriate balance between onscreen and off-screen time each day by making use of a range of materials and spaces in learning experiences</td>
</tr>
<tr>
<td>Use collaborative sites for positive communication or comment</td>
<td>Reserve the right to remove inappropriate comments or uploads</td>
</tr>
<tr>
<td>Report issues or concerns with technology to staff</td>
<td>Work with CSO ICLT Services Team to address issues and concerns</td>
</tr>
<tr>
<td>Take care of all technology resources whether owned by themselves, Sacred Heart or other students</td>
<td>Work in partnership with parents to help children recognise the privileged position they are in, &amp; to help develop personal responsibility for care of expensive resources</td>
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</tbody>
</table>
Take care to place the iPad on stable surfaces, and carry it with care

Not share passwords or private information with others

Choose to use appropriate apps and sites for learning

| Provide appropriate choices in apps that represent good value and maximise learning and creative opportunities |
| Provide opportunities for staff and parents about uses of technology to inform and create learning |

**Personal Development Health and Physical Education**

**Personal Development and Health**

**Positive Relationships**
This unit assists the children to identify and deal with issues/conflict in relationships. This unit will enable students to develop resilience and strategies for dealing with others in a positive and empowering way.

**Positive Behaviours for Learning (P.B.L.)**

Cyber Safety is a prime area of focus as we start the year, and all children will engage in interactive activities in the classroom discussing appropriate behaviour and information that should be revealed on the web and how to protect their privacy and safety. Our P.B.L. lessons will cover our school value of RESPECT and the school rule of RESPECT FOR SELF, OTHERS and the ENVIRONMENT and focus on rewarding children positively with Reasons to Smile awards and class incentives. Children will also look at modeled behaviours that assist classroom learning, playground behaviour and caring for others in our school community.

**Class Sport**

Soccer skills will be taught this term in preparation for the Soccer Gala Day which will be held at the end of the term. Mrs Kerr will teach PE lessons on Friday for both classes. Children should wear full sport uniform on Mondays and Fridays only including white sports shoes with white laces.

**Creative Arts**

Ms Rudd will conduct weekly music and drama classes with the students developing music and drama skills every Friday for both Year 6 classes. This year, there will be a whole school musical performance.

**Library** - Children can borrow and exchange books each week with Mrs Harrison. Year 6 will have their library lesson on **Tuesday**.
Homework

Weekly homework will consist of:
- nightly reading
- spelling practice and activities
- Maths Mentals unit
- Additional variety of writing and research tasks/assignments related to current curriculum areas.

Homework is given each Monday and is to be returned the following Friday. Please send a note in your child’s diary if he/she has not completed homework by the due date.

Things to Remember

😊 Mrs Leanne Wood will be teaching on Thursdays in 6W
😊 Mrs Lisa Firman will be teaching on Wednesday in 6D
😊 Sports uniform to be worn on Mondays and Fridays
😊 Library on Tuesday

Dates for the Diary

Wednesday 8th February - Year 6 Incursion - Antarctica
Wednesday 10th February - Opening School Mass 11:30am
Friday 17th February - Welcome BBQ 5:00-8:00pm
Tuesday 21st February - 6:30pm/7:00pm Parent Information Sessions
Wednesday 22nd February - Year 5 & 6 Class Mass
Wednesday 1st March - Ash Wednesday Mass 11:00am
Sunday 26th March - Year 6 Soul Mass (with Maria Regina) 6:00pm
Thursday 30th March - Year 5/6 Soccer Gala Day
Friday 7th April - Last Day of Term and Holy Week Liturgy

We look forward to your support throughout this year.

Mrs Liz Williams, Mrs De, Mrs Leanne Wood and Mrs Lisa Firman.