

TERM 1: GRADE 6 CELEBRATORY NEWSLETTER

Important Dates

DATE	EVENT
Friday, April 5th	End of Term 1 (Early Dismissal at 2:10 PM)
Monday, April 22nd	Easter Monday Public Holiday
Tuesday, April 23rd	Term 2 Commences
Thursday, April 25th	ANZAC Day Public Holiday



Thank you to those who attended our Grade 56 Trivia Night. We had an absolute blast and hope you did too!



English

In Reading, our Grade 6 students began the term with the **First 20 Days of Reading**. Students unpacked and embedded the essential reading routines, expectations and behaviour to set them up for the year. As part of this, classroom libraries and take-home reading routines were established. Literature Circles were introduced, with a focus on building students independence, comprehension and discussion skills. Students then developed their understanding of key comprehension strategies including **activating prior knowledge, predicting, visualising and inferring**. Our Grade 6 learners have also been reading and comprehending the medieval world of knights and mythical creatures through the exploration of our class novel– The Rangers Apprentice: The Ruins of Gorlan.



In Writing, our Grade 6 students built upon their understanding of the writing process from previous years, which involved students planning, drafting, revising, editing, and publishing a text-type of their choice. Students practised building their stamina through Big Writes– timed writing to a prompt. Students then explored the structure, features, and purpose of **explanation texts**. In doing so, they learnt to follow the writing process to completion and used appropriate vocabulary and structure to explain the process of how or why something occurs.

Student Reflections on Reading:

Literacy groups are made so you can interact and discuss with your peers at your reading level. To help with this we do the following:

- our groups meet up once a week
- we always read up to the part we're supposed to be focusing on
- we use thinking stems when writing responses
- we include our peers in the group discussion
- each group has a work book to write their responses in
- each group has one book that they're reading
- everyone must join in the group discussions
- every time we meet up we MUST be prepared!



Lateasha B and Isabella H 6C

Mathematics

Our Grade 6 students began Term 1 revising the problem-solving process, tackling a range of word problems where they had to apply different problem-solving strategies, and demonstrate their thinking using various representations, i.e. 'make it, draw it, record it.'

Our Grade 6 students then spent a significant time learning about **base-10 numeration and whole & decimal place value and operations**. They revised their understanding of the place value of multi-digit numbers and extended this to decimals. Students investigated how to solve multi-step worded problems involving addition and subtraction and used rounding to help them estimate the answers to problems.

learnt to read, order, write and model numbers to hundreds of thousands and estimate and round numbers using the base-10 system, e.g. to the nearest 10, 100, and 1 000. Students also learnt how to order decimals and fractions on number lines.

Our term wrapped up with students learning about a range of measurement topics including, **length, perimeter and mass**. They learnt to convert between formal units of measurement and recognise the relationship between metric units of measurement and the base-10 place value system.

In our year 6 curriculum we have been working on measuring units and investigating different types of measurement. We've learnt about decimals and strategies on how to solve maths problems. We've been going through our pre-CFATs (assessment tasks) to show our teachers what we already know and what we need to learn next. *Grace 6S, Holly & Benda 6D*



Inquiry

During our first Inquiry topic '**Learning to Learn**,' students developed an understanding of how to strengthen and support their ability to learn and form positive relationships. Students explored growth mindset, character strengths and how to best develop their bodies and minds. This has supported students in developing their roles as leaders of our school.



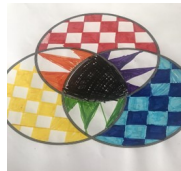
During the topic '**Healthy body—Healthy Mind**,' students developed an understanding of our physical body and its needs and how it changes throughout the different stages of the human life span. Students explored how their bodies are changing and what resources they can access to help them manage these changes. They explored the effects of different substances on the body and mind and investigated how they can incorporate healthy choices to sustain the changes their body undertakes i.e. healthy diets, physical activity, good sleeping habits, healthy hygiene practices.

On behalf of the Grade 6 team, we wish our learners a safe holiday period. We look forward to seeing you again in Term 2!

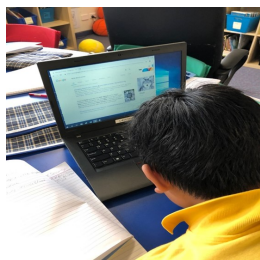
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Art

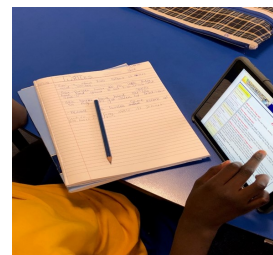
The grade 6's did an exemplary job their 'Bubble and Graffiti creative writing', the techniques they used included, sketching, shading, balance, composition and 3D elements. They also personalised their art Journals and art folio's with Graffiti art and did a display of their names using Graffiti art, which was completed at a high standard. Those designs are currently decorating the walls in the main building. The grade 6's consolidated their learnings about primary and secondary colours by colour mixing with crayon. They then demonstrated their understanding of warm and cool colours by separating the warm and the cool in an abstract way in their art works. The grade 6's are really starting to understand how these techniques engage an audience. The grade 6's are now learning about complementary colours and about genres that use these colours such as 'Pop Art' to create interesting effects. Due to the more complex nature of understanding complementary colours, these activities will continue into Term 2. Finally with a fun activity to end the term, the students are making colourful lanterns to decorate their rooms and celebrate Easter. I am really super proud of the work the grade 6's have done this term.



Science



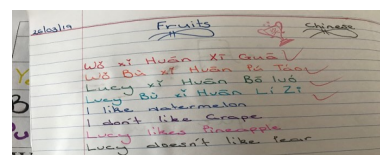
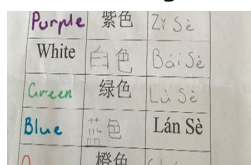
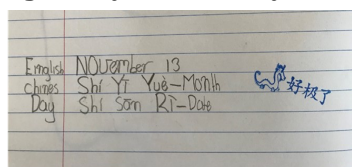
The **Grade 6's** have studied in detail the role of important micro-organisms in our everyday lives. The role of yeast in bread-making and the role of penicillin in our medicines. They have followed scientific experiment routines to establish which conditions yeast will best grow in.



LOTE -Chinese

This term in Chinese, Grade 5/6 students focused on Chinese character and sentence structure. Students were engaged using devices (IPad) to access online team quizzes (Quizlet), which helped them to recognise the Chinese character and *Pinyin*. They learnt numbers 1-99, 11 colours names, 10 fruit names, 12 Chinese zodiac, and days of the week and months of the year in Chinese. Grade 5/6 students were able to ask and answer some basic Chinese greeting words, for example, "what Chinese zodiac do you belong to?" "How old are you?" "How are you?" and say their birthday date in Chinese. They also made some Chinese New Year feature items, such as, the Chinese dragons, paper lanterns and red envelopes.

During this term, students developed the following skills: Questioning, analysing, collaboration skill, communicating their ideas, speaking, literacy and numeracy skill.



Physical Education

Such a great start to the term! Our students have had the chance to demonstrate their sportsmanship at Inter-school sports and creative skills through invasion games! Our grade 6's took the time to focus on taking ownership or leading and referring different invasion games, as well as creating their own Invasion games for their peers to play. As the term comes to an end, our students will continue to lead their games they have created! This is just the beginning, let's keep leading the way!

