

TERM 3: GRADE 6 CELEBRATORY NEWSLETTER



Important Dates

DATE	EVENT
Friday, September 20th	End of Term 3 (Early Dismissal at 2:10 PM)
Tuesday, October 8th	First day of Term 4
Wednesday, December 11th	Grade 6 Graduation
Tuesday, December 17th	Adventure Park Excursion

English

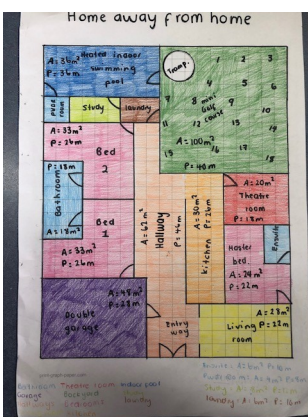
In Reading, our Grade 6 students continued with their focus on **Questioning**. Students focused on the questions readers ask before, during and after reading to gain a deeper level of understanding about a text. Students developed the skill of reading to find specific information to answer questions. More recently, students began learning how to create succinct written **summaries** for a range of non-fiction texts. Students continued to learn to organise and demonstrate their thinking through the use of their reading journals.

Our Grade 6 class novel this term was **I am David** by Anne Holm. We will continue to follow David's journey from escaping a concentration camp and making his way to Denmark.

In Writing, our Grade 6 students focused on the text structure and language features of **narrative texts**. Students worked through the writing process to plan, draft and revise a narrative. They are currently in the process of publishing. Students continued to develop their understanding and use of the Writer's Notebook, experimenting with and engaging with a range of writing.

Student Reflection:

In summarising we've been learning how to summarise a text using the 5 W's (Who, What, When, Where and Why) and the 5 steps. This has helped me understand texts that I read better because I have learnt that not all the information in a text is important and that the 'who' doesn't always have to be a person. I also now know that the 5W's are very important when summarising. —Benda 6D



Mathematics

In Mathematics, our Grade 6 students began Term 3 with a focus on **Location and Transformations**. Students investigated the transformations that can be made to different shapes, including a focus on Tessellations. Students were then introduced to positive and negative numbers and the x and y axis through lessons on plotting points on the Cartesian plane.

Students then begin a unit on solving problems involving **Area, 2D Shapes and Geometric Reasoning**. Students investigated the differences between perimeter and area and solved problems to find the perimeter and area of different regular and irregular shapes. Students also investigated strategies to find missing lengths and converting lengths between mm, cm, m and km. Our term is finishing up with a focus on Angles. Students are investigating and naming the different angle types and their sizes.

Student Reflection:

This term we learnt how to work out perimeter and area. In 6C we made our dream house and then we calculated the perimeter and area of the rooms. We used $P = \dots$ and $A = \dots$. —Rebeca 6C

Inquiry

Our Grade 6 students explored the key concepts of Power and Control and the impact this had on the policies and events surrounding the **Stolen Generation**. Students developed the understanding of how significant events and policies in Australia's history have impacted on Aboriginal people. The key questions for this topic were:

- How have status and rights of Aboriginal people changed over time due to key events in Australia's history?
- What was the significance of the Prime Minister's Apology to the Stolen Generations?
- What were the policies and practices that enabled authorities to remove Aboriginal children from their families and communities?
- How did the removal of Aboriginal children by authorities affect individuals, their families and communities?

Student Reflection:

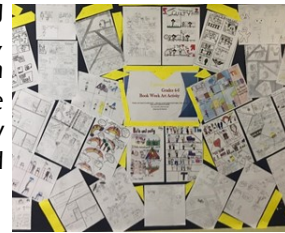
This term in Inquiry we have been focusing on the Stolen Generation and the impact it has had on the Indigenous people. We learnt a lot from this topic by watching the Sorry Speech (Kevin Rudd) and learning about those brave Indigenous people who made a change to our nation. Some of these great people were William Barak, Billibellary, Derrimut, Bennelong, Charles Perkins, Neville Bonner and Lowitjia O'Donoghue. We also created a timeline showing the important events in Australian history that impacted Indigenous people. —Anjali 6S

On behalf of the Grade 6 team, we wish our learners a safe holiday period. We look forward to seeing you again in Term 4!

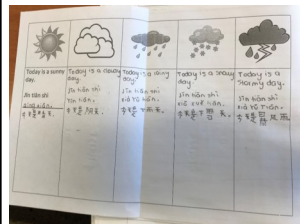
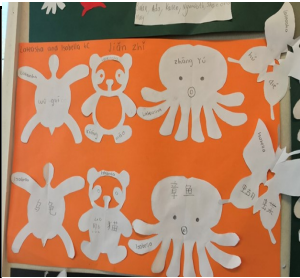
Art



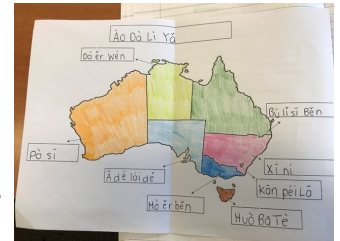
The Grade 6's have been learning to apply new and old techniques to explore contrast and depth using lines and shading. They have been applying light and dark shades to enhance an image, combined with curved lines to assist in creating the illusion of height and depth in their artwork. To add more depth to their optical illusions the grade 6's were particularly focused on the skill of light shading to create positive and negative space when designing their works. It was 'Book week' again mid term and the students invented cartoon characters and created a narrative to design cartoon strips. This was a challenging activity where art meets narrative to understand how illustration can also help to tell a story. The grade 6's have also been weaving and braiding this term and have designed friendship bracelets. Some grades really took this to another level and shared new knowledge of other weaving techniques with each other; I even learnt some new skills and ideas and the weaving took on a new life. To finish a fabulous term in Art, the students are designing their very own Mandala Art that requires pattern and symmetry to create balanced works. This form of art is a 4th century Buddhist tradition and helps to calm the mind. and the Mandala art will continue into term 4.



Chinese



This term in Chinese, Grade 6 students focused on the different countries, cities in Australia, body parts, hobbies, and emotions. Grade 6 students started to use sentences to express their thoughts, they were able to use Chinese to express what hobbies they like and which cities they want to visit in the future. Grade 6 students used the previous word to apply new knowledge, and to make their own personal profile. They used Pinyin and tone marks to express what hobbies they like and their basic information. They also learned different animals' name by making a Chinese paper cutting poster as a group assessment, we investigated the significance of paper cutting in Chinese culture. They can label each body part and write it in Chinese characters. Whilst we were learning the major cities and countries, grade 6 students were able to match up the flag to each country and label major Australian cities in Chinese

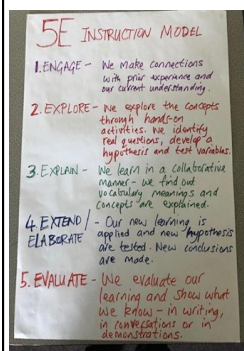


Physical Education



This term was BOOMING! Students were able to use their creativity and created their own Target games. Students had to share their games and have others play it by the rules. We had some amazing games created. Next, we looked at stepping up our knowledge and understanding of different games. During our Striking and Fielding Unit, students were expected to run the games and use their understandings to referee the games to their accord. As they built their leadership and communication skills, our students also got to play games they were familiar with like kick ball and baseball with a twist. Let's put our whistles down and take a break!

Science



The **Grade 6's** have studied in detail the natural disaster of earthquakes. They can now understand how tectonic plates move and cause this catastrophic event; and they understand other types of disaster that the tectonic plate movements can create; namely tsunamis and volcanic eruptions. Students continued to build their research skills by investigating a natural disaster of their choice and exploring how scientists monitor and record these natural events. They have followed the E5 model of instruction this term

