

25/5/2020

GRADE 6 CURRICULUM AND CELEBRATION NEWSLETTER:



Melton West
PRIMARY SCHOOL

Reading

During remote learning this term students have actively engaged in the Making Connections unit of work. Throughout this unit of work, students have accessed a multitude of mentor texts:

- The Big Little Book of Happy Sadness by Colin Thompson
- The Very Best of Friends by Margaret Wilde
- Anne Frank by Josephine Poole and Angela Barrett
- Tanglewood by Margaret Wild
- Stolen Girl by Trina Saffioti and Norma MacDonald
- The Deliverance of the Dancing Bears by Elizabeth Stanley
- The Great Bear by Libby Gleeson and Armin Greder
- The Stranger by Chris Van Allsburg
- The Wretched Stone by Chris Van Allsburg

Students have made text-to-self connections, text-to-world connections and text-to-text connections whilst reading the above mentor texts. They have also formulated an understanding of how making connections support readers in developing a deeper understanding of the text.

For the remainder of Term 2, students will be learning about Text Structures and Features in Reading. They will be exploring different genres of texts that they read, the purpose of why authors write texts and their intended audiences as well investigating various text structures.

Writing

Firstly, we would like to say from all of us, well done writers! It has been so wonderful to see so many students engage with poetry whilst learning remotely and it has been a pleasure reading students' anthologies.

During our time learning remotely students have also been working on a Poetry Unit. In this Unit students have worked hard on developing their understanding of a wide range of poetry forms, different structural constraints, different poetic devices and learnt how to choose vocabulary to enhance their poetry for their readers. As a result of our joint learning students have created Poetry Anthologies. These anthologies brought together their understanding and enabled students to showcase their understanding in their own creative ways.

Over the next two weeks students will start putting together their Poetry Anthologies. Their anthologies will be a collection of poems that demonstrate their learning in this Unit. From Week 9 students will move into a Unit on Explanation Reports where they will develop an understanding of the structure, devices and language used to create an explanation report (which is a report that describes a process such as how a car is made). Once this unit is completed they will begin a unit on Explanation text.

Mathematics

In maths, over the last six weeks of remote learning, we have been learning about multiplication, division, and decimals. We explored different strategies for multiplication, including the array, area, and long multiplication. We then connected multiplication and division through an inverse relationship. We also looked at how arrays can help us solve division problems. We looked at division with no remainders, and division with remainders, and looked at different ways of recording these remainders, according to the division story, such as leaving the remainder as a whole number, and recording the remainders as a decimal. This expanded students' critical thinking, by looking at the specific problem, and understanding how to practically display their answer, for example, if it is appropriate and reasonable to share an item or leave it as a whole remainder.

In maths, over the next four weeks of Term 2, we will be learning about fractions, decimals, and percentages. We will explore how different common fractions can be converted between decimals, fractions, and percentages. We will look into different situations and problems, and choose how best to record our solutions: by decimal, fraction, or percentage.

Inquiry—Connections Shape Perceptions

During this unit of Inquiry, students have begun researching a country of their choosing. We first began the unit by researching countries and comparing these to Australia. Looking at traditional food, clothing and traditions. Students have engaged in the unit via remote learning and are engaged by the concepts explored in the inquiry unit. Students will now continue to research their country and complete a presentation about their country over the remainder of this term.

For the remainder of this term students will be continuing to create a research project about a country of their choice.

Students will make comparisons to this country and Australia. They will research topics such as Education, Currency and Traditions. The key questions students will be answering are:

How do people's connections to places affect their perception of them?

How do places, people and cultures differ across the world?

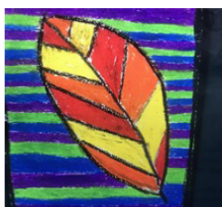
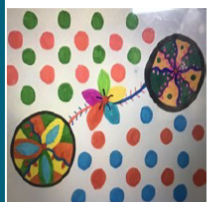
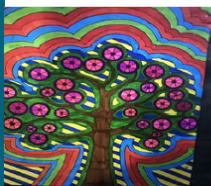
ART

I am so very proud of the fabulous work my students have done this term, along with their flexibility to work online with technology, under difficult circumstances during COVID-19.

Term 2 Art, has been about revising topics and working with new colour theory. We have taken this opportunity to cement student understanding of the colour wheel, the order of the colour wheel and the colour families that complement each other. Grade 5-6 students have identified and created Secondary colours through mixing primary colours together and have demonstrated colour wheel order. The students revised Primary and Secondary colours together to make Tertiary colours and used this information to complete the colour chart. "Tertiary colours are formed when we equally mix a Primary colour and the Secondary colour next to it ..together".

Grade 5-6 students have now progressed onto a more abstract concept of colour theory called; 'warm and cool colours'. The students are learning to understand how the use of warm and cool colours enhances artworks. We will revisit this concept when school returns for grade 5-6 in week 9. Currently the students are working from a different concept called an 'Art choice board'. This allows the students to choose their activity for the week. The feedback on this has been fantastic and I am loving the creative artwork that is coming through on Showbie! See below creative ways that students have demonstrated their knowledge of colour theory.

I would also like to take this opportunity to thank parents for their time and dedication towards helping their children during this difficult time. Your contribution to their artwork has been fantastic. Well done!



LOTE



During the first part of Term 2, the grade fives and sixes have shown independence and confidence in their online learning. They have participated in revision and expansion on some of the topics that were covered in Term 1, such as greetings, numbers and colours. The students have uploaded some great work onto Showbie. Many thanks to the parents for their support of their children in getting their work completed and submitted. From now until the end of term, (both online and face to face) the students will participate in activities selected from a choice board. All students have had access to listening to bilingual picture books being read in English and in Chinese Mandarin.

我喜欢紫色和黑色
I like purple and black

PE

Hey fellow Youtubers! Thank you for learning online with me and following my channel! This term has been a different way of learning and I am proud of how you adapted and have been following along. This term, we have been focusing on netball. Looking at how we pass the ball to our teammates, the purpose of the different passes and aiming at the hoop. We took a closer look at comparing shooting in basketball vs shooting in netball. Can't wait to test out your skills!

SCIENCE

We have had fun in Science this Term and have had the opportunity to work on our own science experiments at home. We started the Term by revising what we had worked on throughout Term 1. The students continued to look into recognising animal adaptations and how these adaptations help the animal to survive. The students had the opportunity to take part in an experiment focussing on bird beaks and the best type of beak to feed babies. The students then analysed their findings. The students worked on their research skills and the best places to find reliable information. I have been so impressed by the depth and effort put into the science presentations. The students then moved to the choice grid where they had the opportunity to set up their own experiments at home. I have loved watching how engaged students have been at home. I can't wait to continue our learning when we welcome all the students back!

