

# GRADE 6 TERM 3 CELEBRATION NEWSLETTER:



Melton West  
PRIMARY SCHOOL

## Important Dates

Last Day of Term 3

Friday the 18th of  
September

## Reading

In Reading, our Grade 6 students learnt about a range of comprehension strategies such as Summarising, Synthesising as well as asking questions when reading. During this unit of learning students analysed the text "The Burnt Stick" written by Anthony Hill. Students looked closely at the language and vocabulary he uses to create meaning. Students also learnt how to identify language devices. The text was able to support students to better understand and connect with their inquiry unit of learning.

## Writing

In Writing, our Grade 6 learners learnt more about the craft of writing a narrative text. Students had the opportunity to learn about the structure of a Narrative text and created their own Narrative. They are currently undertaking a unit on biographies and will end the unit by writing a biography about someone that inspires them.



## Mathematics

In Mathematics, our Grade 6 learners began the Term with a focus on Chance. They created experiments and worked with numbers, identifying the chance of events occurring and re-occurring.

They then worked with 2D shapes and Angles. They tried their best remotely to use online protractors to identify the different angles that can be found in a variety of triangles and other shapes. They are currently undertaking learning about 3D shapes and specifically looking at pyramids and prisms.

To complete the term we have begun learning about Measurements, Length and Area.

## Inquiry—Stolen Generation

Our Grade 6 learners learnt about significant events and policies in Australia's history that have impacted the Aboriginal people. Students are currently working on creating a timeline of significant events that have impacted indigenous life.

### The key questions for this topic include:

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?

Artist - Danny Possum Tjampitjinpa Title - Possum Dreaming

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## ART

During 5-6 Art 'Remote learning Term 3', we have encouraged students to be creative at home. Activity choice boards were provided that included 9 activities to choose from, to allow student's to have choice, given the limitations of working at home.

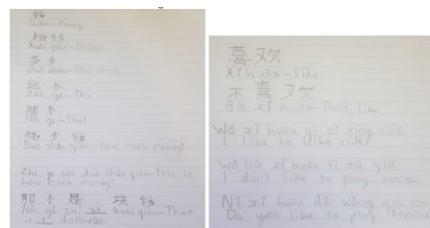
The 5-6 choice board predominately focused on lines and the different styles of Art that require 'Lines' as a basis to drawing. By popular demand I included; Street Art drawing and bubble writing on the choice board, as this was a big hit in Term 2. The students also enjoyed working with tribal designs and creating 'TOTEMS' that reflected their different backgrounds and ideas. Many students were creative with their Abstract Art using lines, colour and shading to create wonderful designs, including Anime drawing, 'Doodle Art and Mandala designs which focuses mainly on lines and symmetry. To add some fun and variety, the students got creative in the kitchen with 'Food Art' designing' and also created wonderful 'Origami'. For those who could not do any of the activities, I added the option; "Home is where the ART is". This allowed students to choose their creative path using whatever materials they had at home to create a Masterpiece!

Unfortunately I can't show all of the wonderful work that was done, however here are some samples of the fantastic work created by the students during remote learning 2.0. I am so proud of the quality of work done at home.



## LOTE-CHINESE

During Term 3, the grade fives and sixes have shown independence and persistence in their online learning. They have participated in revision and expansion on some of the topics that were covered in Term 1, such as fruit and numbers. They have been focusing on learning how to engage in conversation around shopping scenarios like how to ask and respond to questions and how to handle transactions. The students have uploaded some great work onto Showbie in the forms of videos, voice records and written work. Many thanks to the parents for their support to their children with their remote learning.

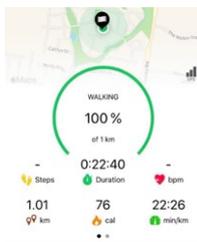


## PE

Thank you for your hard work team! I want to congratulate all of our students for staying active in creative ways while under these interesting circumstances. This term, our 5/6s focused on cross country/ athletics and then a game project. We started with looking at how to be a great athlete and the attitudes we should show. From there, we focused on stamina and running for long periods of time, while competing against our peers virtually. I am so proud of all the positive talk that I saw and motivation! Then the students created a game. In this project, they needed to combine two of their favourite games, the rules, new name for their game and explain how it is played.

Way to knock this term out of the park! Let's take a break and I will see next term!

I call the game grab, doge and throw there can be 10-20 players. one team needs to get the other teams flag without being hit by any dodgeballs and bring it back to there home base. dodgeballs can be thrown at you no matter what side you are on your side or the other teams side. There are two ways too win this game: 1 is too get the other teams flag and 2 is by eliminating all players on the other team. to play you will need 20 dodgeballs or less (depending on how many players there are) and two flags. if someone on the other team has your flag you can only get it back by hitting them with a dodgeball. (now that i think about it it would be really hard to hit someone while they are running but oh well i guess)



## SCIENCE

It has been a very different Term for us all! Science has certainly looked very different. This Term in science the first 5 weeks were spent completing a project. The students created and planned their own trip to a planet of their choosing. They researched the planet, came up with research questions, created a trip itinerary, researched and chose their method of travel and planned what they would need for the trip. The project was then presented through a diary entry of their research trip. I was amazed at the creativity and effort that went into the project. We then moved onto an experiment choice board. Students were able to choose from 9 experiments with everyday materials they had at home. The students then wrote their findings about the experiment.

PHASES OF SATURN

Saturn is mostly made by hydrogen and helium, at Saturn centres a dense core materials like iron and nickel surrounded by rocky material and other compounds thicken by the intense pressure and heat. Saturn is predominantly composed of hydrogen and helium, the two basic gases of the universe. The planet also bears traces of ice containing ammonia, methane and water.

