RELIGIOUS EDUCATION

POVERTY
- By the end of this unit, students will have explored their current personal understandings of mission; investigated Church teachings on caring for the poor; related Scripture to their own experiences of love and compassion to consider ways they can live and act with a concern for the poor; and explored how we are all connected in the quest for justice for the poor.
- Through the mission of the Church we are called to live by the example of Jesus.

WAITING FOR THE MESSIAH
- In this unit students will identify Jesus as the promised Messiah and examine prophecy and fulfilment messages in the Old and New Testament. They will explore what it means to be a disciple of Jesus through their investigation of Mary as a model of true discipleship. Students will then reflect on the message of Christmas.

LITERACY

READING AND VIEWING
Students will:
- Explore how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects.
- Investigate how authors include text features to help the reader better understand what they have read.

WRITING
Students will:
- Investigate the different structures and features of poems.
- Compose and record a simple poems according to the text features and structures.

SPEAKING AND LISTENING
Students will:
- Prepare and present a short presentation with their peers on a given topic.

MATHEMATICS

NUMBER AND ALGEBRA
Students will:
- Explore a variety of strategies to help solve fraction, decimal and percentage problems

SHAPE
Students will:
- Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles
- Use results to find unknown angles
- Investigate combinations of translations, reflections and rotations

STATISTIC & PROBABILITY
Students will:
- Investigate the probability of everyday occurrences and record as a fraction and a percentage
INQUIRY – A Diverse & Connected World

Essential Questions:

- How do humans use the land/sea?
- In what is land use in Australia similar/different to the way land is used in other parts of the world?
- How is Australia’s environment unique and how does it support the way in which we choose to use the land?
- In what way does our land use impact on the environment?
- What initiatives exist to protect and preserve our natural environments?
- Deforestation, Fishing, Mining, Farming and Housing industries are having an impact on natural environment
- What can we learn from the way in which Aboriginal and Torres Strait Islander people use and care for the land?
- How do Aboriginal and Torres Strait Islander people view the land

BOUNCE BACK

Supporting Transition into High School

Students will be engaged in a number of activities designed to support their transition into high school.

Discussion will be focused on recognising change and the impact of change that occurs and an acknowledgment of each student’s positive self-esteem, motivation and sense of belonging in a new environment.

Students will consider effective work habits and organisational skills to support the increased work load.

Students will take part in an Orientation Bonanza Day held at St. Therese’s School, Essendon where they will be engaged in activities designed to interact with students and build relationships with those attending the same school next year.

MUSIC

Music lessons will focus on the theme “Musical Pictures.” Students will explore the musical elements of dynamics, tempo, and style. They will explore the use of music, sounds, sound effects, mood and feelings in movies, slide shows, drama and theatre. Students will create and perform their own compositions.

TECHNOLOGY

All Year 6 classes have a weekly 40 minute lesson with Danielle Tulloch.

- We will continue to identify and discuss the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments.
- The children will manage the creation and communication of ideas and information including online collaborative projects, applying agreed ethical, social and technical protocols.

ITALIAN

Il Tempo
In this unit the students will work on the weather, learning vocabulary related to Che tempo fa? (What is the weather?) They will learn key words based on weather conditions, learn La recita del sole e del vento (The recital of the sun and the wind), fill in weather charts by looking at weather websites, draw a comparison between Italy and Australia’s weather, as well as prepare a weather forecast.

PHYSICAL EDUCATION

The children will participate in a 40 min lesson each week, as well as an extra sport session with the Year 6 group. During Physical Education lessons the students will be:

- Finishing off their organised season of Modified Netball.
- Playing games of Soft Lacrosse, beginning with basic skills then developing these skills along with tactical awareness in game situations.
- Playing games of modified Mini Tennis, focusing on scoring, teamwork and cooperation.
- Undertaking a variety of modified assessments tasks, including the Multi-Stage Fitness Test.