



Welcome to our Grade 6 newsletter!
We hope you enjoy reading about what your child has been learning in Grade 6. Enjoy the Term 1 holidays and we look forward to seeing all students returning refreshed and eager for a studious Term 2.

GRADE 6

TERM 1 - CLASS NEWSLETTER



Welcome to a year of learning, fun, transition, good friends, hard-work, rewards, laughter, challenge, excitement, support, encouragement and positive attitudes.

LEADERSHIP

We would like to introduce you to our Grade 6 leadership team for Terms 1 and 2. We have been learning about leadership and what qualities make a great leader. We are all leaders within our classroom and within the school. We have been fulfilling many leadership roles within the school already, such as raising the flags, setting up and assisting with the running of assemblies, weekly welcome and liturgies, setting up the playground bins for recess and lunch and then returning them to the shed at the end of the day (or getting them prepared for collection on Thursday mornings), setting up pole huggers on our poles in the basketball court for student safety, distributing and returning the ice packs and duty folders, monitoring the use of recess and lunch time sports equipment, attending youth council and SRC meetings, assisting with the PBS newsletter and distributing the daily PE equipment to classes.

THANKYOU TO ALL GRADE 6

Thank you to all Grade 6 students, you are all valued leaders within our school and wider community.

LEADERSHIP ROLES

SCHOOL CAPTAINS

Hayley Smith
Campbell Hodgetts



SRC

Isabella Jarvis
Paul Martin



BRIGID

Mackenzie Walker
Jonte Dixon

JOSEPH

Jakob Dwyer
Genevieve Sturzaker

PATRICK

Arlo Taylor
Isabella Jarvis



WHAT HAVE WE BEEN LEARNING?

English

Literacy: Literacy is Language in use

Reading

Students have been consolidating their learning on comprehension strategies to help them interpret and analyse information and ideas from texts. After reading diary entries from the text 'Gallipoli', students practise and strengthen their comprehension strategies by; writing summaries, predicting what will happen next, generating questions about what has happened in the text and about what may happen next, visualising and making connections to what they already know. Students are also learning to re-read and edit their written work more efficiently.

Writing

Students are learning to plan, draft and publish imaginative and informative texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience. Students were given the opportunity to enter writing competitions where they were able to put their learning into practice for a real purpose.

Handwriting

Students have been continuing to practise writing with neatness and fluency. They are working on trying to transfer their neat style of writing more consistently during regular bookwork. This will continue to be an ongoing focus for the remainder of the year as students work on their weekly handwriting tasks.

Oral Language

Students were given the opportunity to present a speech to the class outlining why they would be a good candidate for one of the Grade 6 leadership roles. It was wonderful to see and hear the thoughtful and high quality of persuasiveness used and the confidence each student displayed when delivering their speech. Students continue to have opportunities to plan, rehearse and deliver presentations for a range of purposes.

Students are learning the importance and value of participating in and contributing to discussions, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions.

Spelling

During Spelling students are learning words with a common sound and are applying a variety of sound, visual and meaning spelling strategies to develop their knowledge and understanding of them.

Maths

During Mathematics we have been rigorously practising our tables and have specifically been focusing on table drills where we aim to improve the number of tables we get correct within a given time frame. We also try to improve the time in which we complete them. This will continue to be a focus across the rest of the year both at school and for homework where we look at different strategies for learning the tables. There are only 35 tables to learn!!! Ask your child why this is.... We have also been completing the Investigation: My Personal Profile. During this investigation students have learnt: how to name and measure a variety of angles, pie charts, dot plots, the metric system of measurement and the conversions that can be made between them. Students have also been developing their skills in problem solving where they are learning the different strategies for solving problems. With a focus on Number over the next few weeks students will develop their strategies and a deeper understanding of how to solve problems involving 2 digit multiplication and division with remainders to hundredths, prime and composite numbers, 2-digit divisors, the four operations, square and triangular numbers, backtracking, the distributive law and estimation. Students have also been learning a variety of mental computation strategies to allow them to easily work out solutions to problems in their heads rather than having to use a calculator, algorithms, or pen and paper all the time.

SCIENCE

Animal Migration and Hibernation

Students are learning to develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly, they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students are learning to understand that the growth and survival of living things are affected by the physical conditions of their environment. They are learning to describe and predict the effect of environmental changes on individual living things. They are learning specifically about the migration and hibernation of different animals and what it is that causes them to hibernate or migrate to different locations. This unit is also integrated with English where students are also learning about the different structures of text types, specifically for information reports.

HASS

Australia and our Neighbours

Students are learning to describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. Students are also investigating why people migrate to Australia and are developing an understanding of how migration throughout Australia's history contributes to the diversity within their class, school, and community. Students enjoyed sharing the 'interesting fact comparisons' between different places within our world to our audience at our presentation assembly. I have been impressed with the interest and passion all students have taken towards learning about our wider global community. To hear some students passionately converse with each other as they learn to speak the language of their chosen place and listening to them enthusiastically share their learning really demonstrates their commitment and engagement in the unit of work they are learning about.

AWESOME ART WORK

We have some very talented artists in Grade 6. Students have been learning to use a variety of techniques and materials when presenting and creating artwork.

Students wowed me with their "Future Footsteps" artwork in which they designed a set of footsteps and used a variety of materials (such as water colour and crayon) and techniques to convey where they would like their footsteps to take them in life. This involved students thinking about their ideal future and possible occupations that they would like to do when they are older.

Students followed instructions to make an individualised piece of artwork by creating a square background and overlapping three images. It was wonderful to see the creative spin each student put on the task to make it a unique and creative piece of artwork.

Students made some beautiful Mandala prayer stones where they learnt the method of creating mandalas and applied this to their individual stone. Their finished creations are wonderful.

Students entered the Wynyard show competition where they were required to submit a piece of 2D artwork that represented the theme "shearing time". Congratulations to Isabella Jarvis who won first place in this division.



Religion

Students are learning to identify particular needs within the community and are developing practical ways we can respond to them as a Christian community. We viewed the Project Compassion - Caritas videos and reflected on the different needs of those within our larger global community. We discussed what the Holy Spirit is by exploring the 'Fruits and Gifts' of the Holy Spirit and how these virtues can be activated and used for the greater good. We are looking at ways that we can contribute to our local community by reducing the amount of waste that is currently within our school. We look forward to seeing the difference and making a contribution in this area.

Through MJR students are learning to identify and reflect on areas in their personal, social and academic life that they can grow and develop during Lent. It has been rewarding to hear and witness the very positive changes that have already been made by students.

Students have been learning how to be a good friend toward others, what are the qualities of a good friend and how to be approachable. This is an important social skill that will help students with their transitioning towards High School where they will have the opportunity to make new friends. It is also a life skill that they will benefit from throughout their entire lives as they encounter new people through their work and hobbies.

Drama

Students are exploring dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations.

Dance

Students are learning to explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance.

Music - Mrs Bryan

Students have been learning about graphic notation and soundscapes. Graphic notation is used to visually represent music in a unique way that is different to traditional music notation. Students explored a number of different examples of graphic notation, identifying how different symbols were used to represent musical elements such as rhythm, pitch and dynamics. They then created their own graphic notation scores as they composed a soundscape in response to a children's picture book. Soundscapes refer to the auditory (the sounds you can hear) elements of an environment. In groups, students created 'Zoo' soundscapes; brainstorming the sounds they would hear, selecting instruments to represent these sounds, arranging the different sounds together and recording the compositions using graphic notation.

Extra Curricular Activities

- Welcome BBQ
- Excursion to RSL Club to see 'The Way of the ANZAC Men of Valour Exhibition' by Artist Joe Zapp and then an excursion to the Burnie War Memorial and Park for lunch
- St Patricks Day
 - Liturgy
 - Afternoon sports
 - Jelly and Sausage in bread
- Catholic Education Week Events
 - Liturgy
 - Mass
 - Luncheon
 - Casual Clothes Day
- Swimming Trials and Fun day
- Wynyard Show art entries
- Writing competitions
- Holy Week Activities
- Milkshake Refreshers
- Presentation Assemblies
- Cricket at Burnie Oval
- Lent Activities
 - Ash Wednesday
 - Shrove Tuesday

WORDS OF WISDOM

Friendship

Because of you I laugh a little louder, cry a little less, and smile a lot more.



THANK YOU AND REMINDERS

Thank you to all who have returned any forms that are due back at school (incl. contact details, camp, ICT agreement forms). If your child has not returned their forms yet could you please ensure they return them as soon as possible.

