

Grade 6

St Brigid's Catholic School



Welcome to our Grade 6 Newsletter!

We hope you enjoy reading about what your child has been learning in Grade 6. We trust you enjoy the Term 2 holidays and we look forward to seeing all students returning refreshed and eager for a studious Term 3.



KINDER BUDDIES!

This Term Grade 6 and their Kinder buddies coordinated and presented a beautiful Mother's Day Liturgy. Prior to this they visited the Church to learn more about the different sacred symbols and objects within the Church. Grade 6 helped their buddies write a very special prayer for the 'Book of Life' for the Annual 'Walk with Christ' Procession held in Hobart recently. Together they created a box of special items and cards to send to Army Personnel. Grade 6 and Kinder make a great team and enjoy supporting each other as they learn and work together to achieve collaborative goals.

Marist Feeder Visit

Year 7 Marist Visit

Recently two past St Brigid's students, Stephanie Clarke and Reuben Jaensch visited our Grade 6 class with two Year 7 Marist Staff members; Mrs Rogers and Ms Britto. The Grade 7 students told us all about the exciting subjects and extra-curricular activities they do at Marist College. They gave some insight into the layout of the school and some valuable tips and advice on ensuring a smooth transition into a new school environment. At the end of the information session each student received a Marist show-bag with lots of exciting little goodies!

Music with Mrs Bryan

We have been learning about the effect of different pitched notes played together. We have been playing and creating chords, making music in different styles. We have used guitars, ukuleles, pianos, organs and xylophones to explore chords. We have learnt to sing and play the chords to a song called 'Relay Race'. Once we felt confident with the chordal accompaniment and the vocal section, we challenged ourselves by performing the vocal part in rounds. A round is a piece of music in which two or more performers or groups start one after the other. As each performer reaches the end of the music, they start again - the music going round and round - hence the name. We first performed the song as a two-part round, then took it one step further by performing the song as four-part round.

'DanceFever'

During 'DanceFever' students are learning to develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination. They are exploring movement and choreographic devices using the elements of dance to choreograph dances that communicate meaning.

Seesaw

Students are using the app 'Seesaw' as a means to store and share their work as part of their digital portfolios. This is our digital portfolio platform on which students add work, include learning intentions and comment respectfully on each others work. It is great to see the number of parents who have taken the opportunity to access their child's portfolio. We enjoy seeing the students commenting positively on each others work. For parents who are not yet signed up to access their child's work, an email invitation will be sent to you inviting you to gain access to your child's portfolio. Due to working with a new and upgraded platform with more features than previously, student access to seesaw has been limited until now. Students will now have weekly opportunities to upload their work and to view and comment on others work.

GRADE 6 NEWSLETTER

LITERACY

READING: Students have been studying the structure and language features of informative (biographies, animal reports, news reports) and imaginative text types (fairytales, short stories, poetry). They have learnt the super six reading comprehension strategies 'predicting, questioning, visualising, making connections, monitoring and summarising'. Students are working individually and in groups using these strategies to help them comprehend a number of different texts they read. Students are being immersed in the language and processes related to Reading Strategies associated with being able to decode words and comprehend texts effectively. Students are learning to identify, describe, and discuss similarities and differences between various texts written by Author John Marsden and are learning to evaluate the characteristics that define his individual style.

WRITING: Students have planned, drafted and published a variety of imaginative and informative texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience. Examples include poems, animal reports, biographies, narrative stories and news reports.

HANDWRITING: Students continue to work on improving their handwriting through regular handwriting activities.

SPEAKING AND LISTENING: Students have had an opportunity to present a speech to the class on a chosen animal that migrates, adapts or hibernates. They planned, rehearsed and delivered their presentation to the class; selecting, sequencing and delivering appropriate content and multimodal elements. Students have also been making connections between their own experiences and those of characters and events such as those represented in the class text we are reading 'When My Life Broke', by John Marsden.

MATHS

INVESTIGATION: Students have been completing an Investigation Unit called 'Trip of A Lifetime'. During this unit they have been learning how to calculate; decimal addition and subtraction, discount and operations with money. They have learnt to read and interpret timetables, add and subtract time and they have been taught the difference between International time zones and how to locate and use a variety of URL links relevant to planning a holiday.

GENERAL FOCUS: Students have developed 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.

MENTAL COMPUTATION: Students continue to complete weekly mental computation activities to review previous work and to get a snap shot and brief introduction of learning units to come throughout the year. Students are introduced to a new mental computation strategy weekly and have the opportunity to practise this strategy in a variety of contexts.

PROBLEM SOLVING: Students participate in weekly problem solving tasks. They use the skills learnt during maths to apply the knowledge to solve problems based on real life scenarios.

MULTIPLICATION: Students have weekly opportunities to consolidate and deepen their learning of multiplication through homework tasks provided and regular practise during class.

FUTURE LEARNING: Over the next few weeks students will be learning about equivalent fractions, how fractions are used to show division, how to add and subtract fractions and how to rename percents as fractions.

INTEGRATED STUDIES

HASS: Students have been learning about Government and Democracy. Students are learning about the responsibilities of electors and representatives in Australia's democracy by researching significant members of Parliament and outlining what their respective roles and responsibilities are. Students are learning what the roles and responsibilities of Australia's three levels of government are and what the key institutions of Australia's democratic system of government are and how is it based on the Westminster system. Having the Opposition Leader, Bill Shorten visit our school was a fantastic introduction to this unit of work.

SCIENCE: Students are participating in the University of Tasmania Science Investigation Awards, a competition for completing investigation projects that follow the scientific method. Students, with guidance, are learning to pose clarifying questions and make predictions about scientific investigations. They are learning to identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely, identifying potential risks. They will decide variables to be changed and measured in ethical tests, and observe measure and record data with accuracy using digital technologies as appropriate. Students will construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data. They will compare data with predictions and use as evidence in developing explanations. Students will learn to reflect on and suggest improvements to scientific investigations. They will communicate their ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts at the Science Investigation Awards to held in Burnie on the 7th September.

"Learn everything you can, anytime you can, from anyone you can - there will always come a time when you will be grateful you did." Sarah Caldwell

DRAMA	RELIGION
<p>Students have been learning to explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations. As part of this, students (in groups of two or three), wrote and performed scripts showing empathy to a refugee character who was a new student at St Brigid's School.</p>	<p>During Religious Education students have been 'Making Jesus Real' in our classroom. We want to be a class of welcoming people who speak to others respectfully, say sorry when necessary and be positive thinkers. Students learn what it means to be resilient, persevering people who can make good decisions, communicate well, set goals and diligently work towards them. Students have been learning about the Sacraments and listened to a Godly Play story about 'The Coming of The Holy Spirit'. Students reflected on what the story meant to them and summarised the main message within the story. They learnt about the Gifts and Fruits of the Holy Spirit and how to implement these in everyday encounters.</p>
<p>HEALTH AND PE</p> <p>Students have been learning about relationships and sexuality through the growing up program. During PE they have been doing skipping skills (as fitness for cross country), running activities and are now starting with kicking skills for soccer and football. Students are also playing a variety of games and sports including Traditional Aboriginal Sports.</p>	<p>ART</p>

Formative Assessment

During the day students have access to their own 'traffic light' cards on a key ring. This is proving to be an extremely effective tool in getting feedback from students on their understanding either during discussions and explanations, or whilst completing group or independent work. Green means that they are understanding a concept and feel confident about what they are doing, Red means they are having some difficulty grasping an understanding of the content and require some help from the teacher and yellow means they are coping ok but are slightly unsure as to whether they are completing the work accurately or not or they may just have a slight level of misunderstanding. Blue indicates that a student requires extension on the given task and has a high level of understanding of the task being completed.

We also use our traffic lights to signify what task a student is working on; red symbolises a task that should have been completed, yellow symbolises a recent task and green symbolises a new task that has been introduced, blue indicates that a student has completed all tasks and is working on an extension activity and purple indicates an alternative task such as working on the PBS newsletter or assisting to prepare the assembly powerpoint.

Students also have the option to indicate more individually at other times on sticky notes (their perceived/assessed level of understanding on any task). From this we are able to gather students together who require further support, consolidation or extension.

Grade 6 students have been learning about and working on a piece of artwork relating to the theme 'Our Languages Matter' as part of their learning during NAIDOC week.

Students have created some wonderful artwork inspired by the Pentecost story and the Holy Spirit. Students were creative in their response and interpretation to the Scripture story 'The Coming of the Holy Spirit'.

Students have completed some very creative 'Squiggle Art Monster' designs. Their design needed to include an endless line, an overlapping/layering effect, colour segmentation, using a variety of 'expressions' regarding each character (eyes, mouth, nose etc).



PHOTO HIGHLIGHTS



Extra Curricular Activities:
 Golf
 Pantomime
 Growing Up Program
 Code-Club
 Burnie Eisteddfod and Choir
 Cross Country
 ANZAC Day Ceremony and Prayer Liturgy
 Garden Club
 Delta Dogs
 Mother's Day Liturgy
 Dixon's Pharmacy Art Display
 Student Trivia Day
 Walk with Christ procession - Prayer
 Refugee Week Simulation and Pilgrimage
 NAIDOC Week activities
 Dance Fever
 Bill Shorten and Justine Keay Visit

