1st February 2017

Dear Parents and Carers,

At our school, the past practice has been to have an Information Evening early in Term 1 where teachers provide information to the whole class/grade of parents. This year we are changing that practice. In lieu of the Information Evening, the following are being implemented:

(1) Accompanying this letter is an “About My Child” form. We ask you to complete this form, detailing your hopes and expectations for your child as well as their positive characteristics, special abilities, areas of need etc. In this way we hope to come to better understand your child.

(2) Also accompanying this letter is the Term 1 Overview for your child’s year. The Overview helps you understand what your child is learning in class. Much of what is in the Overview is what was previously shared at the Information Evening.

(3) We also invite you to make a time for a 1-1 meeting with your child’s teacher. This is not compulsory but an invitation if you wish to meet the teacher and share any other information that you believe is important for us to know. There may be some information you would like the teacher to know that may be difficult to explain on the “About My Child” form.

In summary, please complete the “About My Child” form and return it ASAP. Please Use the Term 1 Overview to be aware of what your child is learning. And, if you wish to meet for 10 minutes with your child’s teacher, please contact them to organise a mutually convenient time and day in the first few weeks.

We hope that these changed practices facilitate deeper communication about your child’s needs and what is happening in their classroom.

Sincerely,

Kevin Williams
Principal

P.S. We are open to your opinion of the effectiveness of the changed practice. Please let us know what you think.

Vision/Mission Statement

“Empowered by the Spirit, we at St Mary’s live, learn and grow as disciples of Jesus in a nurturing Catholic Community.”
Term 1 2017 Subject Overview

Year 6

The following is a brief summary of the topics children in Year 6 will be learning about this term. Topics will not necessarily be taught in the order given below.

Religious Education
- Identify those for whom Jesus shows particular concern.
- Identify and expresses ways in which God calls all to share in the work of creating and renewing the Kingdom of God.
- Demonstrate how the message of Scripture can be applied to contemporary life.
- Recount the stories of the Life, Death and Resurrection of Jesus relating them to the Church’s liturgy.
- Identify the nature and purpose of Biblical writings through which all are invited to share eternal life.
- Identify and expresses ways in which God calls all to share in the work of creating and renewing the Kingdom of God.

English
This term, children will be exploring recounts and descriptions as part of their writing program. They will learn the structure, language features and content for each text, whilst also looking at the accurate use of punctuation and grammar. As they build confidence around these texts, children will construct their own, with opportunities for planning, composing and reviewing their writing. Children will write a factual recount or biography about a famous Australia and a description about an Australian event or landmark. Each week, opportunities will be provided for children to learn how to accurately spell new words, through daily activities.

As part of the reading program, children will explore recount and description texts, along ones related to their history and science topics. Reading groups will take place each week and children will be exposed to different strategies, as appropriate to their needs.

Speaking and listening activities will then be provided to support the teaching of both reading and writing, to develop confidence in speaking for different purposes.

Mathematics
- Read, write and order numbers of any size
- Recognise the location of negative numbers in relation to zero on a number line
- Identify and describe prime and composite numbers
- Model and describe square and triangular numbers
- Select and apply efficient mental and written strategies to solve word problems and record the strategy
- Identify and draw diagonals of two-dimensional shapes
- Identify and name parts of circles
- Identify and use combinations of translations, reflections and rotations
- Compare and order (largest/smallest) decimals with up to three decimal places (4.825)
- Apply the place value system to represent thousandths as decimals
- Record lengths and distances using decimal notation to three decimal places (3.672km)
- Convert between kilometres, metres, centimetres and millimetres (3.67km = 3670m, 34cm = 340mm)
• Solve problems involving length and perimeter.

**History/HSIE**

**Australia as a Nation**
• Why and how did Australia become a nation?
• How did Australian society change throughout the twentieth century?
• Who were the people who came to Australia? Why did they come?
• What contributions have significant individuals and groups made to the development of Australian society?

**Science and Technology**
The Marvellous micro-organisms unit provides opportunities for students to develop an understanding of the role of micro-organisms in food and medicine. Students investigate the conditions micro-organisms need to grow, learn about yeast and the bread-making process, and research the development of penicillin.

**Creative Arts**
• Create a personal representation of who they are as a leader and as an individual, on a Paper Mache mask.
• Study Sally Morgan, the Australian Aboriginal Artist looking at her sharp use of colour, patterns and representation. Using oil pastels or pencil recreate one of Sally Morgan’s pictures.
• Study Ken Done. His use of colour, local subjects and design. Students draft their own design in pencil on paper before recreating their image on canvas with paint.

**PDH and PE**
• What are positive relationships?
• How can power be used responsibly?
• How can stereotypes of boys & girls affect the use of power?
• How can I keep my relationships safe?
• How should I respond to coercion?
• What is bullying and how do I end unsafe relationships?
• What is abuse?
• How do I identify and respond to risky situations?
• How do I create personal safety plans?

**Cricket:** Fundamentals; sprint run, side gallop, catch, overarm throw, 2 handed strike.

**Oztag/Touch football:** Fundamentals; sprint run, dodge, catch, pass, kick.

**Library**
As well as our weekly borrowing, Year 6 will be examining how to work on projects and assignments using the NSW Board of Studies Information Skills Process. The children will make a book mark outlining key steps in making a project manageable, as well as evaluating information sources on the web. We will examine each step of the process and what we need to do at each point. We will apply the 5W’s of website evaluation to search for online information sources as safely as we can and assess the relevance and reliability of each source for our project or assignments.

Teachers: Miss Baker and Mrs Walker
"About My Child"

We would appreciate your assistance in the completion of this questionnaire which will enable us to gauge how we can work together to maximise your child's learning this year.

Child's Name: _______________________
Child's Class: _______________________

1. Hopes and expectations for my child:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Areas in which I feel my child needs further development:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Positive qualities I see in my child:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Special interests/abilities of my child:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Special circumstances/comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signed: _____________________________(Parent/Guardian)