

# Year 6 NEWSLETTER

Term 3, 2024

## Key Dates

### Labour Day Public Holiday

Monday 5 May

### Senior Athletics Carnival

Wednesday 18 June

### Interschool Sport last day

Friday 20 June

### Year 6 Camp

Mon 17 - Thurs 20 November

### Graduation

Tuesday 9 December  
5:30 - 9:30pm

## Welcome to Term 2

It's been a busy return to Term 2! We hope everyone had a safe and restful Easter.

## Learning Adventures for this Term...

### English

This term, students will explore a variety of persuasive devices and techniques in order to create and deliver a persuasive speech. They will also analyse use of these features in other speeches, and explain their effect on the intended audience.

Students will learn how to use body language and features of voice to make their speech more engaging and persuasive.

An example of a student response to the English task has been added at the end of the newsletter. This example is at the expected standard for year 6.

### Science and Design Technologies

This term students will conduct an inquiry involving the further design of a sustainable space that will feature, and educate students about, First Nations peoples' knowledge and use of native plants.

Students will inquire into the suitability of plants, soil conditions, and methods to ensure water and nutrients are conserved. They will then apply this understanding, and experiences from their Botanic Gardens excursion, to design a space that fulfils the health and environmental needs of students in a school environment.



## Mathematics

This term, students will learn and be assessed on the following:

- Adding and subtracting decimals, and multiplying and dividing decimals by 10, 100 and 1000.
- Using units of measurement with decimals (eg. 14.2m), and converting between units of measurement
- Solving problems involving length and area and connecting volume and capacity ( $1\text{ml} = 1\text{g} = 1\text{cm}^3$ ).
- Investigating angles and solving problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point.
- Writing and applying the correct use of brackets and order of operations in number sentences.

## Humanities and Social Sciences (History)

Students will continue to examine how Australian society changed throughout the 20<sup>th</sup> century. Students will describe and explain the struggles for rights and freedoms in Australia in the 20<sup>th</sup> century. They will examine human rights past and present, including the status and rights of Aboriginal and Torres Strait Islander people and children. During this unit, students will investigate the significance of the Mabo Decision.

## Health: Let's Be Active

Students explain the significance of physical activity to health and wellbeing, to describe their own and others' contributions to safety and wellbeing. Students examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

## Physical Education – Fitness Fun

In this unit, students will explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They will apply knowledge to design an activity station that develops a health-related fitness component for athletics training

## Homework Changes

Each term, we review our homework program and make changes based on student needs and feedback.

This term, we are also asking students to practise their handwriting. This aims to improve the legibility of their writing, increase writing stamina, and generally support fine motor skill development.

Each student has a dedicated homework book. Tasks are glued into this book at the beginning of the week. A copy is also available in Showbie.

Please support your child to develop good homework habits:

- set a regular homework time
- create a dedicated spot to complete homework
- help prioritise tasks
- help manage time effectively
- give praise.

## Apple Watches

If your child is wearing an Apple Watch to school, please ensure that you have enabled School Time on the device.

## Library & Reading

Year 6 students will continue to be given the opportunity to borrow during class time each week. Borrowing starts in Week 2 of this term.

Students can borrow up to 4 books at a time, and this year students may borrow Young Adult fiction if they have returned their permission form.

Books are on loan for a fortnight but students can re-borrow them if needed.



## Languages - Japanese

This term, we continue our unit about the amazing world of Manga and Anime. Students will be working on projects to showcase a chosen anime or manga character in the role of a regional mascot (gotouchi). They will describe their gotouchi's personality and physical attributes (colours, adjectives, body features) as well as describing the city their gotouchi is promoting. They will continue building capacity in Japanese script, (primarily hiragana and some topic-related kanji eg. body parts), and we will also learn how to type in Japanese script as part of our project. We will also continue to explore concepts related to Japanese culture and build our knowledge and usage of basic communication strategies (eg. greetings, classroom expressions).

## Music

In Term 2, students will continue to dive into the exciting world of video game music. They will explore how soundtracks shape the gaming experience, create mood, and tell stories without words. Through listening, discussion, and creative activities, students will learn to analyse musical elements like rhythm, melody, and instrumentation, and understand how composers use music to bring games to life.

## Digital Citizenship

A reminder that students are not permitted to use the Messages app to send messages home between the hours of 9-3pm, so we also ask that parents do not contact students using their iPad or smart watch. It is quite disruptive for children to be sending or receiving messages during learning time. Urgent messages can be sent via the office.

Showbie parent login details have been sent home.

## Save the date!



## Community Engagement

Hearing from experts in related fields can help bring learning alive for our students. If you have skills, expertise or experiences relating to our curriculum for this term, we'd love to hear from you and explore ways for you to support student learning. This could involve coming in to the classroom, a virtual session, or sharing artefacts related to your expertise.

Please email ..... if you're able to be involved.



## Work Sample – English Persuasive Speech – At Standard

### School uniforms should be compulsory!

(highlighted where features of voice - intonation, pausing and specific expression is used during the oral presentation )

Our school council is currently making an important decision about student uniforms and they have asked for our opinions. Today I am going to convince you that school uniforms **should be compulsory** at our school by explaining how they are not only important in making sure we students feel **less emotional** and like we are under financial pressure, but they also help us to become **happier** and **more successful**.

Firstly, let's think about how compulsory uniforms can **protect us students** from pressure. They can stop us from feeling **emotional** pressure, which happens when we get bullied, or **financial** pressure when we try to keep up with all the latest fashions. By wearing uniforms, we are reducing **any chance** of some **nasty, cruel bully** teasing us about our clothing. Think about it. How often have you seen someone get teased about what they are wearing? At schools where they have no uniform policy, there's lots of pressure on teenagers to wear fashionable clothing, to wear something different every day and to have lots of brand-name clothing. If you don't do all these things, then you get teased for looking different or for being poor. It's not right that bullies think they can get away with it! **They have no right!** You would have heard your parents saying that "money doesn't grow on trees". **Well, neither do clothes!** Most people can't afford to wear only brand-name clothes. For example, a popular surfing brand-name T-shirt could cost as much as \$100, and be out of fashion in a month, whereas a **well-made uniform shirt will last all year!** Trying to keep up with fashions that change every day is also a pressure that most students don't need. For this reason, it would **benefit each and every** one of us to have a **compulsory uniform**.

Secondly, school uniforms can **actually help** students to become **happier** and more **successful** people. **Imagine a school** where students **don't** have to worry about **not fitting** in or being teased and can get on with their learning. A 2010 study by an Australian university showed that schools that enforce a compulsory uniform have less bullying and **that their students** spend **25% more time** on their learning during the school day.<sup>1</sup> **Can you imagine** how this extra time will mean they will get better marks? Also, the study showed that students who wore a uniform felt a **stronger connection** with their school community. If our school was to adopt a compulsory uniform policy, then students will feel like they belong and will end up taking pride in their school and their learning. This will end up **improving** our school's reputation, which means that any student who wears our school's uniform will be **respected** by people in the community.

I ask you to vote today to keep school uniforms compulsory. Please, stop innocent people from feeling like victims or tortured rats in a cage. Let them enjoy the happiness that comes from belonging to a community and being able to get on with their learning and succeed.