



Dear parents and carers,

YEAR 6 TERM 4 OVERVIEW

Welcome to Term 4!

ENGLISH

Reading: This term our class novel study will be on 'Black Cockatoo'. We will continue to focus on reading strategies such as analysing literal and implied information, explaining a point of view, describing events, characters and settings, and using evidence from a text to explain a response to it. During this term, students will be exposed to a wide range of fiction and nonfiction texts.

Writing: Explicit writing lessons are conducted each day, allowing students to create and explore texts for a range of purposes. This term we will begin with our poetry unit, focusing on a range of different poems. The students will be working towards their poetry recital which will be held in week 5. During the back end of term we will be working on informative posters that will link to our science unit on natural disasters.

Spelling: We use a whole school Word Reading and Spelling program called PhOrMeS. This is an evidence-informed kindergarten to year 6 decoding and spelling program which can be taught at the whole classroom or intervention level. PhOrMeS stands for Phonology, Orthography, Morphology, Etymology and Semantics. We will be doing four short spelling lessons each week.

MATHEMATICS

Students will be working on concepts across the content strands: Number and Algebra and Measurement and Geometry. Providing tasks that allow students to develop their understanding, fluency, problem-solving and reasoning skills will be an integral part of mathematics lessons. Mathematical concepts continue to be integrated throughout all curriculum areas, in particular our HASS, Science and Technology units.

The main key teaching focus' for this term will be:

Week	
1	Continuing decimals from term 3
2 - 3	Percentages
4 - 5	Probability
6 - 8	Patterns and Algebra
9 - 10	Volume and Measurement

HEALTH & SOCIAL & EMOTIONAL LEARNING (SEL)

In SEL students will investigate resources and strategies to manage changes and transitions associated with puberty. Students will also plan and practise strategies to promote health, safety and wellbeing. Students will continue to take part in Mind Up lessons.

GEOGRAPHY- How do people and the environment influence one another?

Students study global connections. Areas of study include Australia's overseas connections through the Antarctic Treaty system, official organisations, tourism and sister cities.

- How do places, people and cultures differ across the world?
- What are Australia's global connections?
- How do people's connections to places affect their perception of them?

SCIENCE - Earth Science

We will be exploring Earth science, with a focus on natural disasters such as earthquakes, tsunamis, and volcanic eruptions. We will investigate the causes, effects, and ways humans respond to these events. As part of their learning, students will select a natural disaster of their choice and create an information poster, linking this project to their English studies. This task will help develop their research, writing, and presentation skills while deepening their understanding of how natural processes shape our planet.

TECHNOLOGY/STEAM (Kat Tirzins)

As students prepare for high school, they will complete an engaging, ACT Department of Education-mandated online safety unit, learning practical strategies to stay safe and responsible online. They'll also explore the impacts of AI, learn how to determine real from fake information, and discuss basic ethical considerations when using AI technology. Students will also review key digital skills, including using Google apps like Docs and Slides, and revisit coding concepts, ensuring they feel confident using technology effectively as they transition to high school

INDONESIAN (Damian Bolton)

Students will learn to express preferences about different activities, with an emphasis on games/sports/past times. Students will learn varying ways to express their like and dislike of different activities and provide some reasons for their preferences. They will also learn to use some superlatives (the best! the worst!). They will also look at popular activities for youth in Indonesia and compare it to their own life.

PHYSICAL EDUCATION

We will focus on the skills of throwing, catching, and improving aerobic fitness through fun and engaging Ultimate Frisbee activities. The final task for students will be to create their own games and teach them to their own class. Their lesson will include a warm-up, activities to practise and develop the skill, and a warm-down. Students will continue to be monitored on their ability to demonstrate fair play and cooperation in game situations.

MUSIC (Nicky Dears)

We will consolidate our ukulele playing, revising our 5 chords – C, F, G7, C7 and Am, and accompany our singing with our playing. Recorder playing is a great tool to teach musical literacy, and the children are beginning to realise that they can read music. We will learn tunes in two and three parts using 10 notes. Rhythmic patterns and other musical symbols will also be a focus of our learning. We will explore these concepts using tuned and untuned percussion instruments, as well as melodic instruments, and create our own compositions and soundscapes, (about 16 bars) which we will then notate using our musical knowledge. Then we'll perform our soundscape compositions to an audience.

ART

Students will explore traditional and contemporary artworks by Indigenous and Torres Strait Islander Peoples and how it provides insight into the way relationships between People, Culture and Country/Place for Aboriginal and Torres Strait Islander Peoples can be conveyed through the arts.

PARENT/TEACHER COMMUNICATION

If you wish to discuss your child's progress please ring or email and arrange a time to talk about any matters that may concern you about your child's learning. Before school is an important preparation time for teachers but we are happy to make appointments with you.

We look forward to a great term,

Emma Pryor, Rachel Tollis, Daniel Gatwood

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