

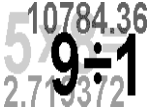




Year Six Curriculum Overview – Term 3, 2023

Below is a summary of the content to be covered in each Learning Area in Term 3.

<p>Religious Education</p> 	<p>Unit one: The Story of the Catholic Church (Weeks 1 – 5) Big Idea: How has our Australian Catholic discipleship today been influenced by the people of the past? Other essential focus questions of the unit:</p> <ul style="list-style-type: none"> • How are our lives influenced by the past? • How has discipleship in the Catholic Church in Australia developed from the early years? • How is St Mary of the Cross MacKillop a model for discipleship in Australia? • How have religious orders in Australia lived out discipleship? • How can we continue to grow our discipleship as members of the Catholic community in the Diocese of Broken Bay? <p>Unit two: Leading as a Disciple of Jesus (Weeks 6 – 10) Big Idea: How can we lead as Disciples of Jesus? Other essential focus questions of the unit:</p> <ul style="list-style-type: none"> • What does it mean to be a Good Leader? • What is Different about Leaders Who are Disciples of Jesus? • How did Jesus Show us and teach us to be leaders as His Disciples? • How can we lead as disciples of Jesus?
<p>English</p> 	<p>The English block is divided into two sections each day: Reading and Writing. Throughout this term, activities will include the following: spelling, writing, listening, speaking, and reading activities. Students will be involved in literacy groups covering areas such as writing, grammar, reading comprehension and spelling tasks. The texts for this term will be centered around demonstrating the implementation of literacy features to engage their specified audience. Students will be focusing on generating ideas to compose persuasive texts, planning, editing, and publishing their writing with consideration given to sentence-level, grammar, punctuation, appropriate word-level language, spelling, and text features. This year St Cecilia's will be participating in a whole school Public Speaking Competition which is an annual event at the school. In addition, two Year 6 will be selected to compete in the Diocesan Catholic Schools Public Speaking Competition. The students will be developing their ability to communicate effectively, using language considered to entertain, inform, and persuade audiences for an increasing range of purposes.</p>
<p>Mathematics</p> 	<p>During Term 3, students will be exploring the following topics: Number and Algebra: Patterns & Algebra, Addition & Subtraction, Fractions & Decimals, Multiplication & Division Measurement and Geometry: 2D Space, Angles, 3D Space Data and Statistics: Data & Chance</p>
<p>Inquiry</p> 	<p>Term 3 Big Inquiry Question: <u>How can energy, forces and electricity change and transform in our world?</u> Year 6 will be focusing on the Science and Technology strand of investigating the Physical World. This will target their understanding of the difference between contact and non-contact forces and how energy is transformed from one form to another. Students will be required to plan and conduct scientific investigations, develop solutions for a specific need, effectively collate information, make conclusions, and utilise technological skills to extend their learning. This unit will develop students' abilities to think innovatively and engage in a design and make project that intends to model a specific product that is able to fulfill a function for everyday use.</p> <p>Other essential focus questions:</p> <ul style="list-style-type: none"> ❖ How can we make a force stronger or weaker? ❖ What types of energy transformations can be observed? ❖ How can electricity be used in a product of a system?
<p>Creative Arts</p> 	<p>Title Soft and Hard Sculpture</p> <p>Content Students will learn the techniques necessary to create sculptures using a variety of joining materials and different fabrics and plastic pieces of recycled nature. Both sculptures will incorporate a simple circuit and a switch to light up or flash. Students will present a poster to 'advertise' their sculptures and exhibit to peers.</p>

PDHPE



Personal Development and Health – Second Step Program

This term we are continuing with our Second Step Social and Emotional Learning skills program, a coordinated classroom, family and community program, designed teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings and have the skills to problem-solve and make responsible decisions.

Week	LESSON	OBJECTIVE
1	Empathy and Communication Lesson 7: Bystanders	<ul style="list-style-type: none"> Recognize and define the role of a bystander in bullying Understand how a bystander can be a part of the problem or part of the solution Apply empathic concern and perspective taking Identify ways to be part of the solution to bullying
2	Emotion Management Lesson 8: Emotions – Brain and Body	<ul style="list-style-type: none"> Understand what happens to their brains and bodies when they experience strong emotions Identify the first three Steps for Staying in Control Understand why using self-talk is a key to managing emotions Apply self-talk strategies
3	Lesson 9: Calming – Down strategies	<ul style="list-style-type: none"> Apply centered breathing techniques correctly Recognize self-talk that intensifies or calms down strong feelings Use self-talk to manage emotions Identify calming-down strategies that work best for them
4	Lesson 10: Using the Action Steps	<ul style="list-style-type: none"> Analyse a problem by stating what the problem is and identifying the perspectives of those involved Generate multiple options for solving a problem Understand how to consider each option and decide on the best one Apply the first four Action Steps
5	Lesson 11: Making a Plan	<ul style="list-style-type: none"> Generate a plan for carrying out an option Apply the Action Steps Understand how to make amends

Personal Development and Health – Being Healthy

This unit will progress from weeks 6-10.

Inquiry Question: What is the impact of our choices and decisions on our own and others health and wellbeing?

During this unit, students will acknowledge the impact of their choices and decisions on their own and others' health and wellbeing. They will investigate and adopt practices resulting in a positive impact on a range of health areas to reduce the chance of lifestyle diseases.

Physical Education

Essential Content:

- Refines and applies movement skills creatively to a variety of challenging situations.
- Shows how to maintain and improve the quality of an active lifestyle.
- Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules.

Netball:

This unit develops each student's competence and confidence in netball. Students develop the fundamental movement skills (FMS) associated with netball, progressing to games and netball-specific skills in non-competitive and competitive environments that foster positive feelings of success and enjoyment.

Gymnastics:

This unit develops each students' movement skills and performance in a broad range of contexts. Students develop confidence and competence to engage in physical activity. They will develop an understanding of movement concepts and features of movement composition as they engage in a range of planned and improvised movement experiences.

Specialist classes and Sport days

<u>Gold & Blue Class</u>	<u>Tuesday:</u> Fitness	<u>Wednesday:</u> Japanese, Creative Arts and Library	<u>Thursday:</u> Sport
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Homework

Compulsory Homework –

ENGLISH

- ❖ Read guided reading novel each day (we recommend for this age group to read for 20 - 30 mins). There is a pacing guide that the students must abide by for students to engage in class learning activities. Please do not read past the allocated pages for each week, instead they can reread the pages for that week and research unknown words
- ❖ Reading log to be completed each night
- ❖ A focus on enhancing the student's vocabulary - building understanding of unknown words. Try and find dictionary meanings of unknown words you come across whilst reading and put it into another sentence or context.

MATHEMATICS

- ❖ Maths Online Tasks
 - *Weekly Revision Sets* that allow the students to complete a mixture of questions based on Year 6 content
 - *At Home tasks* set for revision of the content that is being taught in class
- ❖ Multiplication times tables revision to be completed daily. This can be done using various websites (Maths Online, Studyladder, ABCya, or IXL) or written on paper.

SECOND STEP

- ❖ Weekly tasks
 - *Letter to families will be sent home at the start of each new concept taught*
 - *A paper copy of the weekly task will be sent home however, copies of the task and additional resources for families at home are available through the Second Step, parent portal*
 - *At Home tasks* set for revision of the content that is being taught in class

OTHER

- ❖ Students will occasionally be given home tasks connected to the topics being covered in other subject areas, such as Religious Education, Inquiry, etc. A note will be sent home with your children with the details and/or a message on Google Classrooms will be posted explaining the task.

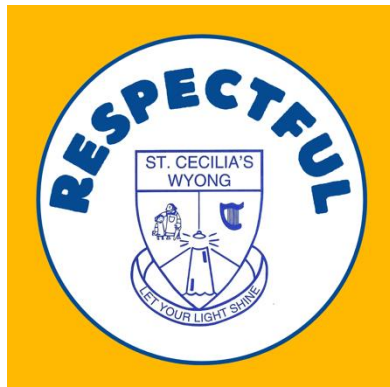
Optional Homework -

Students can (but are not required to):

- ❖ read for enjoyment by borrowing books for the library
- ❖ complete additional mathematics tasks from NRich (<https://nrich.maths.org/>) or APSMO (<https://apsmo.edu.au/problem-of-the-week/>)
- ❖ their own inquiry project on an interest of their own

Positive Behaviour for Learning - PBL

St Cecilia's Core Values: At St Cecilia's we are safe, cooperative and respectful learners.



<u>Term 3</u>	<u>Core Value</u>	<u>Focus Skill</u>
Week 1 and 2	Cooperate	Own our behaviour
Week 3 and 4	Act Safely	Care for ourselves and our environment
Week 5, 6 and 7	Respect	Use a growth mindset
Week 8, 9 and 10	Act Safely	Problem Solve

Specialist Coding Session - Code4Fun

<u>6 Blue</u>	<u>6 Gold</u>
Monday 8:45 – 9:45 am	Monday 9:45 – 10:45 am
<p>Dear parents and students,</p> <p>Our intro to Java courses consist of a number of digital art software projects. By developing these projects together with our coding instructor David Schutte, students will learn the basics of text-based coding using Processing, a simplified version of Java.</p> <p>This program covers all the introductory computer science concepts such as functions, loops, if statements, variables and booleans and how they are used in Java. Students will use an online programming environment https://openprocessing.org/, where they will save all their projects - so feel welcome to ask your child to share their coding projects with you every Monday afternoon.</p> <p>If your child enjoys this course and is keen to practice coding at home between the Monday sessions - please find a link to online video tutorials which we highly recommend to all our new Java students for home practice: https://www.youtube.com/playlist?list=PLzJbM9-DyOZyMZzVda3HaWviHqfPiYN7e</p> <p>We hope your child enjoys studying coding with us.</p> <p>Best regards, Grigory Punanov Co-founder & Director</p>	

IMPORTANT DATES

31st July – Year 6 Parish Mass (9:15am)
4th August – CCC Athletics for selected students
8th August – Mary Mackillop Liturgy – 8:45am
10th August – Staff Development Day – students not to attend school
11th August – Awards Assembly
15th August – Assumption Mass – 9:30am
25th August – School Disco and Bishop's Art Competition due to CSBB
29th August – Stage 3 OzTag Gala Day
30th August – Book Fair
31st August – Father's Day Breakfast, Liturgy (8:45am) and Book Week Parade
4th September – 8th September – Wellbeing Week
8th September – Awards Assembly including Light of Learning
13th September – Project due and showcase in classrooms – parents welcome
13th September – Faith & Learning Walk – parents invited into our classrooms
14th September – Project showcase to other classes
18th September – Year 6 Parish Mass (9:15am)
22nd September – Awards Assembly, Stage 3 Netball Gala Day & last day of Term 3

We look forward to having another wonderful term together.

Molly Clancy, Bridget White and Chloe Harrison