



## YEAR 6 News | Term 3 2019

### POINTS OF INTEREST

- **Full School Assembly** 22 July & 16 September
- **3-6 Assembly** 5 & 19 August, 2 September
- **Signature Program** Fridays
- **Book Fair** 28-30 August

### DAYS TO REMEMBER

- **Sydney/ Canberra Tour** 21-25 July
- **'Mindstorm' Robotics Incursion** \$15  
*6H & 6R 5 September*  
*6M & 6S 12 September*
- **'Mission Accepted' Incursion** 13 August \$7
- **EKKA Public Holiday** 14 August
- **P&C Father's Day Stall** 29 & 30 August
- **ICAS Digital Technology** 3 September \$14.50
- **ICAS Science** 5 September \$14.50
- **ICAS Writing** 10 September \$14.50
- **ICAS Spelling** 12 September \$14.50
- **ICAS English** 17 September \$14.50
- **ICAS Mathematics** 19 September \$14.50




## CURRICULUM FOCUS

	<b>Content</b>	<b>Assessment</b>
<b>ENGLISH</b>	Students will evaluate how messages are conveyed through texts, and compare and analyse the effectiveness of texts to deliver a message. They will create a narrative text that explores an important issue.	Students will write an argument persuading others to a particular point of view.
<b>MATHS</b>	Students will study the concepts of money and financial mathematics, number and place value, patterns and algebra, fractions and decimals, location and transformation and using units of measurement.	Students will complete assessments in each of the areas studied.
<b>H.A.S.S</b>	Students will explore the inquiry questions 'How do Australia's global connections influence my role as a global citizen?' and 'How can resources be used to benefit individuals, the community and the environment?'.	Students will investigate the effects of trade connections between Australia and Asia. They will also explain ways that resources can be used to benefit individuals, the community and the environment.
<b>SCIENCE</b>	Students will study energy with a specific focus on electrical circuits and electricity generation. They will follow scientific processes to investigate electrical conductors and insulators.	Students will complete a fair test investigation assessment on electrical conductors and insulators to understand different materials' electrical conductivity. They will produce an energy chain and an electrical circuit diagram of their mini electricity generator.
<b>DESIGN TECHNOLOGY</b>	Students will use their knowledge and understanding of electricity and energy generation to produce a mini electricity generator. They will follow the design and technologies processes and production skills of investigating and defining; generating and designing; producing and implementing; evaluating and collaborating and managing.	Students will complete a STEM portfolio to design and produce a mini electricity generator to generate enough electricity to light up a bulb through an electrical circuit.
<b>HEALTH</b>	Students will investigate how physical activity creates opportunities for different groups to	Students will plan and develop an inclusive micro lesson that promotes and enhances fitness. They will

	work together. They identify how physical activity contributes to individual and community wellbeing. Students will collect information on physical activity participation in their school setting.	investigate and reflect on how valuing diversity positively influences the wellbeing of the community.
<b>P.E.</b>	Students will explore the health-related fitness components within the game of basketball and develop the basketball skills of dribbling, passing, shooting and rebounding.	Students will perform specialised movement skills and describe and explain the significance of physical activity participation to health and wellbeing.
<b>FRENCH</b>	Students will explore the concepts of group identity and belonging through their own individual interests. They will discuss leisure activities and interests, analyse texts about interests in French-speaking countries and reflect on how interests relate to personal and group identity.	Students will complete a written assessment and respond to questions in French.
<b>VISUAL ARTS</b>	Students will explore mixed media artworks including sculptures constructed by artists from different times, cultures and places.	Students will plan, make and display a mixed media artwork that expresses a personal view about a social issue and communicates meaning through their display.
<b>MUSIC</b>	Students will explore pitch and melody through songs, performance on untuned percussion, games, listening activities and composition. They will use notation and solfege to sing melodies.	Students will perform a melody using voice or a melodic instrument.

## FOCUS | TERM 3

### WHY READ 20 MINUTES AT HOME?


<ul style="list-style-type: none"> <li>❖ Student A reads an average of 20 minutes per day.</li> <li>❖ 3,600 minutes per school year.</li> <li>❖ 1,800,000 words per year.</li> <li>❖ Scores in the 90<sup>th</sup> percentile on standardized tests.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Student B reads an average of 5 minutes per day.</li> <li>❖ 900 minutes per school year.</li> <li>❖ 282,000 words per year.</li> <li>❖ Scores in the 50<sup>th</sup> percentile on standardized tests.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Student C reads an average of 1 minute per day.</li> <li>❖ 180 minutes per school year.</li> <li>❖ 8,000 words per year.</li> <li>❖ Scores in the 10<sup>th</sup> percentile on standardized tests.</li> </ul>
		

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

**WANT TO BE A BETTER READER? SIMPLY READ.**

#### P.E.E.L. paragraph structure

- P** Make a point or a topic sentence
- E** Elaborate on that point (supporting sentence)
- E** Provide some evidence or an example
- L** Link to the next paragraph or link to the topic sentence



## YEAR 6 | TEACHERS

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