Grade Six - Term 3 Overview

RELIGION - OUR FAITH JOURNEY

Be Compassionate - Choose Justice
This unit explores the Christian experience and understanding of compassion and justice. Students consider their own and others' experiences of compassion, justice, difference, discrimination and isolation in light of the Beatitudes and Gospel stories. They identify experiences of racism and apply their new learnings to these situations. At the conclusion of the unit students select an appropriate action promoting the dignity of the human person, and participate in prayer that recognises the Christian call to justice and compassion.

The Mass: Sacrifice and Meal
In this unit students explore the Mass as sacrifice and meal. They examine the writings of Paul to explore how the early Christians lived as a community and how they re-enacted and celebrated the Last Supper. Students learn about the parts of the Mass and how these nourish and unify the Church. At the conclusion of the unit students are invited to plan and celebrate a parish daily Mass or class Mass.

PRAYER: The children will continue to organise and deliver prayer every morning. We will also have some homework tasks based on prayer (prayer liturgies, etc.) which the children will have the opportunity of sharing with the class.

UNITS OF INQUIRY
This term the students will be participating in inquiries that relate to the transdisciplinary themes of ‘How we organise ourselves’ and ‘How the World Works’.

HOW WE ORGANISE OURSELVES

Central Idea
Government decision making advantages and disadvantages the common good

Lines of Inquiry
An inquiry into:
- The role that distribution, consumption and production of goods plays on society (causation)
- Economic issues in society (perspective)
- To be developed with the students (responsibility)

How we organise ourselves will investigate the way governments can include or exclude minority groups.

HOW THE WORLD WORKS

Transdisciplinary Theme:
Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific
principles; the impact of scientific and technological advances on society and on the environment.

This unit of inquiry is our exhibition unit where the students showcase their learning. They are in control of what direction they take with their inquiry and teachers are used to facilitate and provide support throughout.

**Literacy**

**WRITING:**
As much as possible throughout the year, we will link our Literacy lessons to our units of inquiry. This term our foci of writing will be narratives and independent choice of informative text types for their exhibitions. We will also have explicit grammar lessons throughout the term.

Although we have a specific focus on narratives this term, students will be developing the following skills:

- Reread and edit their own and other students’ work
- Plan, draft and publish imaginative and informative texts
- Experiment with text structures and language features
- Investigate how complex sentences can be used to extend and explain ideas
- Punctuation/grammar/spelling

**READING AND VIEWING:**
We will have serial reading every day, where we read a novel continuously and complete various tasks based on that text.

The following skills will be addressed this term:

- Comprehension strategies (literal and inferential)
- Note taking
- Summarising
- Investigate how tables, diagrams and graphs contribute to our understanding
- Interpret structural features of a text (e.g. glossary, table of contents, headings)

**SPEAKING AND LISTENING:**
The following skills will be addressed this term and throughout the year:

- Plan, rehearse and deliver presentations
- Participate in and contribute to discussions
- Develop opinion by clarifying and interrogating ideas of other students
- Support arguments by sharing and evaluating information and experiences

**NUMERACY**

This term we will be focusing on strategies associated with addition, subtraction, multiplication and division. We will incorporate these strategies into problem solving and we will make connections to our ‘How We Organise Ourselves’ unit of Inquiry where possible.
The following skills will be addressed this term and throughout the year:

Numeracy
• Explore the use of brackets and order of operations to write number sentences
• Use a variety of strategies to solve complex multiplication and division problems
• Investigate a range of fractional problems

SERIAL READING
Each day at 1:15pm teachers will read a novel to the students. In addition students must have their own novel to read at school and home. This is to model and encourage a lifelong love of reading as well as improving comprehension and oral language skills. We will encourage students to share books they have read through book club sessions.

HOMEWORK
There is an expectation that all Grade Six students are reading for at least 20 minutes EVERY night. Students may choose to read novels or alternative texts such as picture books, non-fiction texts and even the newspaper.

We encourage you to monitor your child’s reading by asking them to read to you or you can read to them! To help develop reading comprehension, it is a good idea to discuss the text with your child to check their understanding. This also allows you to monitor what reading strategies they are using to help them with unfamiliar vocabulary or phrases.

In addition to reading, homework will focus on developing the skills we are learning in the classroom, for example, Numeracy, Inquiry, Religion and Literacy skills.

Homework in Grade Six has three main purposes.

1. To allow the students to revise new or challenging concepts that have been covered in class learning time
2. To teach the students the importance of time management before they head to secondary school
3. To develop independent work habits

Each Grade 6 student has a diary they use to record due dates of assignments, reminders for upcoming school events and other information. Please comment in your child’s diary each week to demonstrate there has been communication in regards to their homework.

Parent comment examples for diary entries each week:
“(Student name) found this work confusing …”
“(Student name) worked through this quickly and found it quite easy. Please provide challenging problems in …”
“I am very proud of how (student name) worked on … this week”.

Grade 6 teachers will check diaries each Monday and any comments will help with areas to focus on in class and possible ways to extend your child.
CLASSROOM RESOURCES
Could all students please bring two boxes of tissues to school in the next few weeks.

IMPORTANT DATES FOR TERM 3

19th July: Sport Photos/ Grade 6 Grad Photos
15th August: District Athletics
22nd-26th August: Literacy Week
26th August: Book Parade Day
29th-2nd September: Maths Week
6th September: Division Athletics
6th and 7th September: Learning Conferences

If you need to contact us please feel free to either email us or pop in and see us.

Joseph Moore and Kira Ambry
(Grade 6 teachers)

jmoore@olnaberfeldie.catholic.edu.au
kambry@olnaberfeldie.catholic.edu.au