



# Year 6 Term 1 Newsletter

Dear Parents/Carers,

Welcome back to all students and families and a special welcome to new families for Term 1, 2025. We are looking forward to a memorable year for our Year 6 students, with lots of exciting events due to take place for their final year of primary school. Please take the time to read about our learning programs and activities below and check the school newsletter / School Bytes Parents app each week to keep up to date with events and communications throughout the term.

## Dates for your Diary

### Term 1

- Monday 24 February: Stage 3 Assembly (Weeks 5, 8 and 11)
- Thursday 27 February: Stage 3 Meet the Teacher evening
- Tuesday 4 March: Online orders close for Year 6 jackets
  
- Tuesday 1 April: 3-6 Cross Country Carnival
- Monday 7 April: ANZAC service, 9:30am
- Friday 11 April: Last day of Term 1
- Wednesday 30 April: First day of Term 2 (students)

## Key Learning Areas

### English

To begin the term, students will revise how to write well-structured sentences and paragraphs based on the book, *'Storm Boy'* by Colin Thiele. Students will compose written pieces that include rich vocabulary and reflect their growing knowledge of grammatical patterns, complex sentence structures and literary devices. In addition, students will explore how a significant historical event can be portrayed through different genres. Students will engage with various texts that describe the Wave Hill Walk-Off under the leadership of Vincent Lingiari, and consider the context and perspective of each of the authors in creating their text.

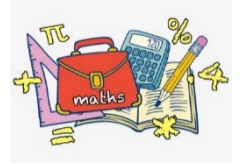
In guided reading, students will continue developing their ability to read fluently, decode and comprehend a text to become a 'balanced reader'. Teachers will explicitly teach comprehension strategies including predicting, visualising and making connections, to support comprehension at a literal and inferential response level. Students are encouraged to read a wide range of books and genres outside of the classroom to expose themselves to new vocabulary.

In spelling, students will participate in the 'Words Their Way' program. The program focuses on vocabulary and furthering students understanding and application of phonetic patterns within words. Students will 'sort' their words daily and engage in activities involving all four areas of spelling knowledge – visual, phonemic, morphemic and etymological.



## Mathematics

Throughout the term, students will learn a range of key concepts from the following strands: *Number and Algebra*, *Measurement and Space* and *Statistics and Probability*. The focus of our maths lessons is below and are adapted to suit the skill level of each student.



### Representing whole numbers

Recognise, represent and order numbers in the millions

Apply place value to partition, regroup and rename numbers to 1 billion

Recognise that the place value system can be extended beyond hundredths

Compare, order and represent decimals

Locate and represent integers on a number line

Make connections between benchmark fractions, decimals and percentages

### Additive Relations

Solve word problems, including multistep problems

Use place value to add or subtract 3 or more numbers with different numbers of digits

Determine when it would be more efficient to use a calculator to add numbers

Identify efficient and inefficient multidigit subtraction strategies

Solve multistep word problems, including problems that require more than one operation

### Multiplicative Relations

Use the term *product* to describe the result of multiplying 2 or more numbers

Model different ways to show a whole number as a product

Use mental strategies to multiply one-digit numbers by 10, 100, 1000 and their multiples

### Representing quantity fractions

Compare halves and quarters of different sized wholes

Represent the sum of fractions with the same denominator, recreating the whole, where the result may exceed one

Find the difference between fractions with the same denominator and interpret the answer

### 2D shapes

Identify and classify triangles as equilateral, isosceles or scalene triangles

Recognise that triangles and quadrilaterals can be classified in more than one way

Identify regular and irregular polygons

Recognise that translations, reflections or rotations change the position and orientation but not the size of shapes

### Data

Interpret side-by-side column graphs for 2 categorical variables

Interpret data on a timeline using the given scale

Interpret and compare different displays in terms of the shape of the distribution, including the range and the most frequent value

## History

This term, students will be studying colonial Australia in the 1800s. They will investigate the founding of British colonies and the development of a colony. Students will learn about what life was like for different groups within the colonial period, including convicts, settlers and Indigenous people. They will examine significant events and people during this period, including political and economic developments, social structures and settlement patterns.

## PDH – Personal Development and Health

This term, students will develop their Positive Behaviour for Learning (PBL) knowledge, understanding and skills to be able to lead proactive and resilient lives. They will explore ways of practicing how to be open-minded, further develop their empathy skills and learn how to actively demonstrate respect for

themselves as well as others. Students will also access community resources that can be relied on for support. They will further develop positive road safety behaviours.

### **Creative Arts**

This term in creative arts, Stage 3 students will participate in the art forms of visual arts and drama. In visual arts, students will reflect on and draw ideas from the artwork of Utopian artist, Rosemary Petyarre. Through a range of activities, students explore the shape, colour and appearance of leaves from local native trees. These are then developed conceptually by mark making and colour mixing through painting activities, and a collaged artwork. Within drama, students will be exposed to a range of activities to explore and develop their dramatic performance skills. Students will learn about the elements of drama and look particularly at developing appropriate voice and movement for performances.

### **Science/STEM**

This term in science, Stage 3 students will be exploring the unit called 'Material World', exploring the properties and behaviour of matter. Through a range of experiments and activities, they will be learning about the different properties of solids, liquids and gases. They will also be investigating changes of state, combining and separating mixtures, and reversible and irreversible changes. Students will also participate in STEM tasks to deepen their understanding of forces affecting movement and the transfer of energy from one object to another. Students will work in groups to collaboratively plan, create and assess a machine.

### **Library Borrowing Days**

Students will have the opportunity to borrow a range of books from the school library. Students must bring a library bag in order to borrow.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
6A, 5/6B	6C	6L, 6D	6G	6R

### **PE**

During Term 1, students will be participating in Stage 3 Physical Education to enhance their batting and throwing skills focusing on the correct administration of a two-handed strike, throwing and catching. Through these activities students will be learning how to build a positive relationship during physical activities. The skills will be applied to a range of team games which may include cricket, softball and specific ball games. When the weather is cooler students will start training for the school's cross-country carnival. To be organised and ready students should wear the correct sports uniform, including sport shoes, a hat and a drink bottle. In addition to weekly PE lessons, students will be involved in PSSA or sport on a Friday.

### **PE days**

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
6R, 6G	6L, 6A	5/6B	6D, 6C

### **Absences**

Absences from school require a note explaining the absence. Absences **must be explained within seven (7) days**. You can submit an absence notification via School Bytes or email [castlehill-p.school@det.nsw.edu.au](mailto:castlehill-p.school@det.nsw.edu.au).

Alternatively, a note can accompany your child upon their return to school. All medical certificates should be emailed directly to the school rather than the class teacher. Please advise the front office if your child will be taking an extended absence as this may require the completion of an exemption form.

If students arrive at school late or depart early, they must be accompanied by a parent/guardian and must be signed in/out at the front office first.

If at any time you have questions or concerns about your child's learning or welfare, please feel free to make an appointment with the class teacher via email or by phoning the school. We look forward to a wonderful year ahead!

Thank you,

Miss Brown (5/6B - Year 6 Assistant Principal) Mrs Darshana (6A), Miss Chandra (6C), Miss Debien (6D), Miss Baxter (6L), Mr Gortley (6G) and Mrs Allen (6R).