Year 6 2016

Parent Information Booklet

Classroom Teachers:
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6B – Bradley Scott
Dear Parents, Guardians and Caregivers

Thank you for taking the time to read this booklet which informs you of procedures, students’ expectations and curriculum planned for Year 6 during 2016.

This year should be exciting for the students, parents and teachers of Year 6. Students will be involved in a range of activity-based learning and co-curricular activities to celebrate their final year of primary school.

**STATEMENT OF DIRECTION**

In Year 6, our commitment to improving Literacy and Numeracy skills is maintained with a greater expectation that students will be actively engaged in directing their learning. We will be setting high, yet achievable, standards and expectations towards the quality and quantity of school and homework. We will also be encouraging our students to have a greater sense of responsibility, inquiry and independence towards personal learning and behaviours, to support their transition to secondary school. Personal development is focussed towards developing self-confidence, goal-setting and responsibility through a range of roles in classrooms and around the school.

**OVERVIEW OF ENGLISH**

There are three areas of English in the Australian Curriculum in which students will be continuing to develop their skills. These are Reading and Viewing, Writing and Speaking and Listening. These are interrelated and more than one dimension is generally dealt with during English sessions.

**Reading and Viewing**

It is essential for student engagement that learning programs connect to the student’s “real world”. Today, as we live in a digital age, it needs to be expected that students will not only read from printed texts, but also view multimodal texts (such as web pages, movies and television shows), in order to develop the essential critical literacy skills needed to understand direct and indirect messages that text-makers try to communicate to their audience.

We develop our English Program through an integrated learning approach, taking into account the diversity of experience of our students. We recognise that mastery of English is an individual developmental process learnt in a context that is meaningful to children.

Our Reading and Viewing Program this year will focus heavily on the development of the fundamental comprehension skills of:

- **Clarifying**: using clues found within texts (such as pictures, word parts, what’s happening in the sentence and their prior knowledge) to clear up unknown word meanings in their reading.
- **Making Connections**: to own experiences, other texts and knowledge of the world around them to support their understanding of characters, ideas and information.
- **Making Inferences**: “filling in the gaps” or “reading between the lines” of the messages that authors want to convey without directly stating them.
- **Summarising**: identifying the main points or idea of a text in sequence.
- **Questioning**: asking questions as readers before, during and after reading; as well as being able to identify the different types of questions that can be asked of readers to assist in demonstrating comprehension of texts.
- **Text Structures and Features**: exploring literary devices that authors use to support or enhance their ideas, such as figurative language, humour, images, diagrams and comics.
- Critical Literacy: analysing strategies that text-makers use to influence readers’ and viewers’ opinions, points of view and feelings; and the author or text-maker’s intended purpose.

Writing
During Writing sessions, students will be learning how to be creative writers in a range of text-types. Through Writers Notebook, they will have opportunities to brainstorm and develop writing ideas for fiction and non-fiction texts based on their own experiences and influences from other texts. Through Grammar and Word Study, they will explore literary devices (such as figurative language) learned about in the Reading program, as Writers. They will be learning how to draft, edit and revise their writing, appropriate to the text-type. Our Spelling program involves use of strategies such as Look-Say-Cover-Write-Check for practice, as well as investigations where students explore, classify and analyse letter patterns and develop their own generalised spelling rules.

Speaking and Listening
Time is given each day to share ideas, opinions, experiences and stories. The children are always encouraged to report or debate as well as listening to and respecting others’ opinions. The children relate personal experiences during informal and formal classroom discussions. They are also afforded the opportunity to discuss current affairs and relevant news items during these sessions.

OVERVIEW OF MATHEMATICS

The teaching of Mathematics is intended to be positive and supported to instil confidence and a sense of achievement.

Mathematical concepts that are taught in class are often connected to the ‘real world’ of students. This enables them to see a real-life purpose of skills being covered and learnt. Problems are open-ended to ensure students a comfortable entry and exit point to a task that is within the range of their ability. Students are also encouraged to be problem solvers and thinkers, through using a range of strategies to solve mental and written problems and articulating their mathematical understanding and thinking.

This year, students will be exploring Mathematical concepts such as:

Number
- prime, composite, square and triangular numbers
- Solving addition, subtraction, multiplication and division problems with whole and decimal numbers.
- fractions, decimals and percentages
- order of operations,

Measurement and Geometry
- relating decimals to the metric system and choosing appropriate units of measurement to perform a calculation.
- solving problems involving length and area, and make connections between capacity and volume.
- interpreting a variety of everyday timetables.
- angles

Statistics and Probability
- interpreting and comparing a variety of data displays,
- probabilities of events using simple ratios, fractions, decimals and percentages.
OVERVIEW OF INQUIRY UNITS

Integrated learning is based on an inquiry approach with the students involved in the exploration and sharing of ideas. Students are often encouraged to work in co-operative groups and to reflect on their own learning. They become empowered as learners and should be able to pursue their own personal interests as well as being involved in class topics.

The main outcomes of a class topic will be:

- to provide students with the opportunity to develop their knowledge in areas of interest.
- to help students learn to plan and discover for themselves, using a wide variety of resources including personal experience, books, brochures, magazines and the internet.
- to encourage the students to share their ideas and knowledge either in oral reports to the class, projects or digital presentations.

TOPICS IN 2016
Term 1: Electricity and Chemical Changes (Science – Physical and Chemical)
Term 2: Man vs Wild (Science – Earth Sciences; Humanities – Geography)
Term 3: Money! Money! Money! (Humanities – Economics)
Term 4: From Federation to Now (Humanities – History; Civics and Citizenship)

PROPOSED INCURSIONS/EXCURSIONS/CAMPS

Term 1: Hands On Science (incursion); EKC Technology visit, Young Leader’s Conference (for House and School Captains) and Interschool Summer Sports (Friday mornings)
Term 2: Open Day excursions to Rosehill SC and EKC (Transition Program); Interschool Winter Sports; Connect the Musical at EKC
Term 3: 
Term 4: Swan Hill Camp (Pioneer Settlement) Tuesday 11th – Friday 14th October; Year 7 Orientation Day; Year 6 End of Year Excursion (TBA)

TRANSITION PROGRAM

Year 6 teachers will receive information regarding Year 7 transition and Secondary School enrolment application forms from the Department of Education around the middle of Term 2. Timelines in previous years suggest that forms for secondary enrolments will need to be completed sometime in May. With that in mind, we strongly recommend (if you haven’t already) that you start considering which school will be the best fit for your child. There are a number of excellent public and private schools in our vicinity – however some government schools (like Buckley Park and Maribyrnong) are at capacity and will not take regular enrolments outside of their zoned area. They do offer limited places in accelerated or sporting scholarship programs, which are by select entry.

We strongly recommend that you visit secondary schools during open days – and if possible, during times when students are attending so that you and your child can get a sense of how the school looks and feels during a school day. This is an important decision being made and visits to Secondary Schools are vital. Over the year, there are transition activities that children will participate in at our partnership colleges, Rosehill SC and EKC (even if your child will not be attending), such as Year 7 Experience, Science workshops and attending their annual School Productions.

For information regarding open days or requirements for select entry/accelerated learning programs, you will need to contact the Secondary Schools directly.
YEAR 6 GRADUATION

There will be a formal dinner held on Monday 12th December in Term 4 to celebrate your child’s graduation with the Year 6 community at Melrose Reception Centre.

HOMEWORK

Your child will be provided with an outline of expectations and weekly homework tasks. It is really important to encourage your child to manage their time at home, particularly if they have after school activities, so that they can complete the tasks expected of them and cope with the demands of homework at secondary school.

Your child’s classroom teacher is always willing to help with any questions or concerns about homework, however, students are encouraged to develop responsible learner behaviours before secondary school and make sure help is sought before the day it is due. Similarly, if your child cannot complete their homework, they should attempt to make contact with their teacher before the due date (via email or through Edmodo) or on the day with a letter from home for extenuating circumstances.

Reading
Students are expected to read for at least 30 minutes each day. They are required to record their daily reading in their diary and have this signed by you. There is an expectation that students will have a minimum of four signatures per week.

Home reading is an important part of our homework program, and is intended as a pleasurable sharing experience for both your child and you. The books your child brings home are chosen by him/her, with the teacher’s supervision so your child should be interested in the content. As the purpose of reading is to gain meaning from the text, the reader should expect to make sense of what is read.

Within this program students will learn how to choose ‘Just Right Books’ and be exposed to a wide variety of text types and genres.

Home reading should assist children to develop their reading skills with regular encouragement and support from parents. With the emphasis on sharing reading, you can either:

- hear your child read.
- read to them.
- take turns reading parts.
- read aloud together.
- let them read silently and then talk about the book.
- listen to your child read and ask them to summarize what they have read.
- ask your child questions that begin with ‘who?, what?, when?, where?, why?, how?’

Let your child guide you. Always be positive and look for opportunities to praise. Enjoy yourselves.

Home is a goldmine of reading materials. Parents do not have to spend a lot of money if they want to help their children read at home. If your child expresses an interest in a particular book and you would prefer not to buy, please remember that there are extensive Libraries in the area.

Newspapers, Magazines, Websites, TV, Movies
Children can be encouraged to look up TV programs, news items of interest, bargains at the supermarket. This is good reading practice and it also provides useful information for the family. Often movies are based on books, so another discussion you can have with your child is to compare and contrast the similarities and differences between the movie and the book.
Spelling
Students will have a list of words to learn each week. These words will come from spelling errors identified in tests, from their daily writing and word lists suitable for the individual child. They should complete their Look-Say-Cover-Write-Check each night.
In addition, children need opportunities to manipulate words in different ways in order to assist retention. They can also select 3-4 spelling activities each week to practice their words at a letter-level and at a vocabulary level.

Maths
Students will be required to complete Maths homework that may involve a combination of the following:
- Mathletics
- Studyladder
- Tasks to be completed in their homework books.

All of the above will reinforce concepts taught in class.

There will be occasions throughout the year where students in Year 6 may be required to complete other homework such as projects, unfinished work and research tasks.

SPECIALISTS

Students in Year 6 will participate in weekly Physical Education, Visual Arts, Performing Arts and ICT (Information and Communication Technology) sessions.

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LIBRARY

Each class enjoys a weekly visit to the Library/Inquiry Learning Space.

They will have the opportunity to borrow texts for their own enjoyment, research and to possibly read to other younger children (either at home or sometimes at school).

It is important that children have a library bag at each lesson in order to protect the books that they are borrowing. They are also expected to return Library books by the due date.

GENERAL EXPECTATIONS OF A YEAR 6 STUDENT

Students in Year 6 will be expected to do the following:

- Adhere to the school and classroom expectations and code of conduct.
- Demonstrate the school values of RESPECT, RESPONSIBILITY, RESILIENCE AND ASPIRE.
- Come to school organised and on time each day. This includes having all of the required notes, equipment and materials necessary for each lesson.
- Complete homework, projects and classwork by due dates and to the best of their ability.
- Wear the correct school uniform at all times.
• Assume leadership and positions of responsibility around the school. These will include bin duty, sports shed monitors, conducting school tours and House/School Captain roles.

To make our school a safe and secure place to be, any forms of aggression, intimidation and dangerous behaviour are not acceptable.

Christine and Bradley would like to thank you in advance for your support this year, as we work in partnership with you to deliver a quality learning program to your child.

Please don’t hesitate to contact us if you have any queries or wish to make an appointment to discuss any issues that may arise regarding your child during the year.

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