6A Class News Term 1 – 2023

Aim High

Teacher: Anna Megueria Email: axmeg0@eq.edu.au

Points of interest

The first bell rings at 8:20am. School begins at 8:30am. Please ensure students are on time.
Tuesday Mornings: Breakfast Club
Wednesday's 2pm- Read to Succeed. Invitations will come home to students on Fridays
3/2- Year 6 Leadership Day
6/2-Cross Country Training begins / Senior Parade/Homework Club starts
8/2-Distric Swimming Carnival/Read to Succeed Begins/Homework Club
10/2- Year 5/6 Gala Day Contracts
- Year 6 Leadership Ceremony
13/2- whole school parade- Student council badge ceremony
25/2- Japanese Study Tour Arrive
27/2- Senior Parade
10/3- Gala Day 1
15/3 -Year 6 Camp to Emu Gully/ NAPLAN Begins
20/3- Harmony Day Parade
29/3- School Photo Day
31/3- Student Council Free Dress Day/Last day of Term

Specialist Lessons to remember

Arts – Mon 8.30 & Mon 9.00

Health - Tue 11.45

PE - Friday 10:00am

LOTE (Japanese) - Mon 9.30 & 10.00

Assembly - Mondays at 1:30pm in the Hall. Everyone is welcome. Please check the School's weekly update for more information.

Curriculum focus – what we will be working on in class this term

	Content	Assessment
English	**Short Stories** In this unit students listen to and read short stories by different authors. They investigate the way authors use text structure, language features and strategies to create humous effects.	**Writing a short story** Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.
Maths	**Unit 1** • **Number and place value** students will be able to identify and describe properties of prime and composite numbers, and select and apply mental and written strategies to problems involving all four operations. • **Fractions and decimals** – students will be able to order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity, and solve problems involving the addition and subtraction of fractions • **Location and transformation** – students will be able to identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, applying one-step transformation and describe the effect of combinations of translations, reflections and rotations. • **Data representation and interpretation** – students will be able to revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays, and identify the difference between categorical and numerical data.	**Assessment tasks** • To investigate integers and their everyday use. To investigate fractions, decimals and percentages and calculate a simple fraction of a quantity. • To interpret, compare and analyse data displays to make decisions. • To locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.

	Content	Assessment
Science	**Making Changes** Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible.	**Testing change: Reversible or irreversible?** Students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings.
HASS (Humanities and Social Sciences)	**Making decisions to benefit the community** In this unit, students: • investigate a familiar community or regional economics or business issue that may affect the individual or the local community • examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs • identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment • recognise the reasons businesses exist and the different ways they provide goods and services • present findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.	**Making decisions to benefit the community** In this assessment • students explain ways that resources can be used to benefit individuals, the community and the environment.
Technology	**Data changing our world** In this unit students will explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically.	**Data changing our world** Students explain how information systems meet needs. Students represent a variety of data types in digital systems. Students design and create an interactive spreadsheet and share information ethically.
Health	**Let's all be active** In this unit, students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.	Students are expected describe the significance of physical activity to health and wellbeing, to describe their own and others' contributions to safety and wellbeing. Students will examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.