



# Term 1 - Learning Outline for Parents

This document is designed to provide clear and consistent information about the learning planned for your child's class for the coming term. It allows parents and carers to stay informed, support learning at home, and engage in meaningful conversations with their child about what they are learning at school.

By sharing this outline, we strengthen our collaborative approach between home and school, ensuring learning is connected, purposeful, and consistent across the school. This approach aligns with the Quality Teaching Strategy – *Teaching for Impact*, supporting high-quality teaching and improved learning outcomes for all students. For more information on Homework please check our website.

## Year 6

### English

#### **Reading/Viewing**

##### **Reading Comprehension Strategies**

Each strategy is the focus for two weeks and is explicitly taught over that time.

At the end of the two weeks, students complete a mini test on that strategy.

In Term 1, the strategies being taught are:

- o understanding words,
- o finding information,
- o identifying the main idea, and
- o sequencing.

#### **Lexile Reading**

Lexile tests take place in Weeks 2-3 each term. This will determine students' reading levels, and influence which reading groups they will be put into. This program aims to develop comprehension skills and links with the strategies being taught in class. Students are expected to complete 10 short reads and quizzes each week.

#### **Writing**

##### **Narrative Writing**

This term, students will participate in our Talk for Writing program, focusing on developing rich and engaging characters in their narratives. Students will begin with a Cold Task to assess their current writing skills. Throughout the unit, they will learn how authors create believable characters by exploring traits, motivations and backstories, and by using descriptive language, dialogue and the "show, not tell" technique. Students will analyse model texts, rehearse ideas orally, and apply these skills in their own writing. The unit will conclude with an independent task to demonstrate their growth in crafting well-developed characters.

##### **Word Work (Spelling)**

Students will explore fortnightly spelling focuses based upon four different knowledge areas: Phonological, Morphemic, Visual and Etymological. Suggested words related to current focuses will be uploaded to Compass.

##### **Punctuation and Grammar**

Students will explore fortnightly focuses of punctuation and grammar to strengthen their writing skills. Explicit teaching of current focuses will be supported by ongoing reviews throughout each term.

##### **Speaking and Listening**

As part of Talk for Writing, students will also learn to memorise a model text. They will practise retelling the text using actions, gestures and expressive language to support fluency and understanding. This oral rehearsal builds confidence, strengthens vocabulary and helps students internalise key language patterns before applying them in their own writing. Students will engage in listening and responding activities during reading groups. Additionally, students will

participate in weekly paired reading sessions during library time, where they will practise reading aloud to a partner.

## Mathematics

### Number and Algebra

- Factors and multiples
- Order of Operations
- Division with remainders (fractions and decimals)
- Fractions (diagrams, equivalent, comparing, improper and mixed numerals)
- Decimal multiplication

**Measurement and Geometry**, and **Statistics and Probability** concepts will be reinforced through daily review activities.

Students will have access to Mathletics, which will be used to reinforce concepts taught in class and provide targeted extension opportunities as students build their mathematical understanding.

## HASS

### Civics and Citizenship

Students will explore why societies need rules and laws, how rights and responsibilities support fairness and safety, and how leadership and decision-making systems give people a voice. Students will examine what makes rules fair and how they are created, applied, and enforced in communities. Through class discussions, scenario investigations, and collaborative activities, students will design their own fair society, including rules and leadership structures. This learning will link to the Minecraft project for Technologies.

## Visual Arts

This term in Visual Arts, students will explore various picture books, developing their understanding of visual literacy. Students will analyse the powerful illustrations, focusing on how visual elements such as colour, line, texture, and space, as well as artistic techniques, are used to communicate symbolic meaning, ideas, and emotions. Using visual art terminology, students will respond to the artwork, discussing how social, cultural, and historical factors influence artistic choices and interpretations.

Students will experiment with various techniques to create their own artwork. They will learn about the colour wheel, tertiary colours, one-point perspective, and the use of highlights and shadows to add depth and dimension.

## Technologies

### Digital and Design Technologies

This term, students will collaborate to design and build a new town in Minecraft. They will create blueprints, represent alternative solutions using diagrams and written text, and explain the government system of their town.

Students will evaluate materials and tools for suitability and use technical terms and technology to communicate their ideas. They will work independently and in teams to plan, develop, and justify their design processes and solutions.

This project links to Mathematics and Humanities and Social Sciences, and also fosters creativity, problem-solving, and collaboration.

## Health

This term in Health, students will explore personal development and relationships. They will examine how identities change over time and build skills for positive relationships, such as respect, empathy, and active listening. Students will also learn strategies to manage the changes of puberty, including building self-esteem, resolving conflicts, and making informed decisions. They will explore how emotions influence decision-making in various situations, such as with peers, family, and during activities. These activities aim to foster self-awareness, courage, and confidence in navigating relationships and change.

## Specialist Subjects

### Science

At East Victoria Park Primary School (EVPPS) we run a hands-on inquiry-based learning program in Science. Students have the opportunity to explore concepts taught through investigations and various manipulatives. In Term 1 we cover Physical Sciences, where students will learn about the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors.

### Music

In Term 1 we will:

- Revise Year 5
  - rhythms
  - pitch
  - time signatures
  - form
- Improvise and organise beat and rhythm within compound time signatures
- Notate pitch and rhythm
- Perform music using various elements of music
- Harmony Day – Whole School Song

### Physical Education

In Term 1 we have three-unit focus for Phys Ed:

1. Strategies and Tactical Play
2. Catching and Throwing (Volleyball)
3. Kicking and Striking (Soccer)

Students will aim to work on the following skills throughout Term 1:

- Consistent volleyball skills
- Serving, rallying and working as a team
- Game strategy
- Skill execution under pressure
- Defense
- Leadership and fair play

### Japanese

Students will be learning names, year signs, basic expressions, hiragana and self-introductions, while using them in various activities.