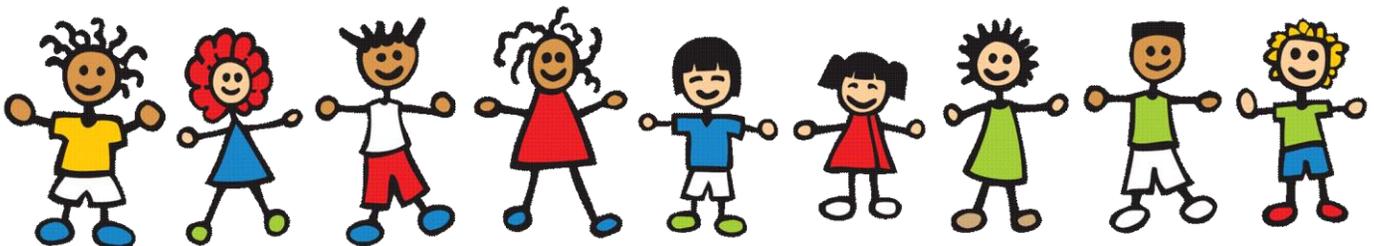




***YEAR 6
INFORMATION
BOOKLET
2017***



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WELCOME TO YEAR 6

It probably seems like no time at all since you were leaving your little five year old in the capable hands of the Foundation teachers. Time has flown by and your child has now entered his or her final year of primary school. This is an important year with the Year 6 students expected to be good role models who set the correct examples for the rest of the school.



During the year our emphasis will be on developing:

- Responsibility
- Leadership skills
- Confidence
- Organisational skills
- Initiative
- Persistence
- Problem solving skills

With the prospect of going to many different secondary schools, the students will examine ways of developing new friendships and getting along with others.

We look forward to a happy year, in which each and every child is able to explore their full potential.

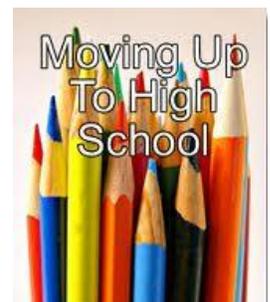
TRANSITION

Transition is a very important process that each child is about to go through and there are a number of crucial aspects and dates that parents must be aware of:

- Information regarding transition will be distributed as it becomes available.
- Be willing to look at as many secondary colleges as possible with your child so that you can select a school that meets their individual needs.
- Schools organise visiting times but are usually prepared to arrange individual tours.
- Information nights will be organised and publicised by the schools and these are usually held in April and May. Please call or check the school's websites for more information.
- Transition forms for Government secondary schools will be sent home during second term and will need to be completed by a specified date.

Enrolment at private schools is a personal matter, with those students usually on a waiting list by now. Please contact the enrolment officer at your preferred school. Many private schools advertise scholarship exams. Once again, you will need to contact those schools and look in the Saturday papers.

Please note that teaching staff including class teachers, specialist and Principal staff are unable to recommend secondary schools or write personal references for students.



ENGLISH

Students in the middle years consolidate and build on the basic knowledge and skills related to texts and language developed in the early stages of schooling. Typically, they are now independent readers and writers who can undertake structured activities with some autonomy. As students work towards achievement at Victorian Curriculum Level 6, the focus is on expanding the range and complexity of the texts students speak, listen to, read, view and write. There is a particular emphasis on responding to texts with more critical awareness and developing research and reporting skills.

Reading

At level 6 students:

- read, interpret and respond to a wide range of texts.
- discuss and analyse these texts containing familiar and unfamiliar concepts, and construct interpretive responses.
- describe how texts are written for particular purposes, and identify how socio-cultural values, attitudes and beliefs are presented in texts.
- analyse imagery, characterization, dialogue, point of view, plot and setting.
- use strategies such as reading on, using contextual cues, and drawing on knowledge of text organization.

The **MORE** that you **READ**,
the more **THINGS** you will **KNOW**.
The **MORE** you **LEARN**,
the more **PLACES** you'll **GO!**
~ Dr. Seuss

Students will participate in reading activities such as silent reading, think aloud, visualization, directed and shared reading, targeted comprehension strategies, research, poetry reading, plot and character analysis and media studies.

Ways Parents Can Help:

Encourage your child to develop regular reading habits and sign diaries every night. This is the child's responsibility but it doesn't hurt to give friendly reminders. Students are expected to read for **at least 60 minutes each week**, over a minimum of two nights. Ask questions about what is read to check for understanding and remember to occasionally hear your child read aloud to check pronunciation of unfamiliar words. This is also a good opportunity to discuss meaning in context. Reading aloud to your child will model good expression, fluency and phrasing.

Writing

Writing is a process that involves thinking, talking, reading and writing. Writing experiences include personal writing (journals), recounts, procedure, information reports, explanations, note taking, poetry, stories, projects, discussion and exposition. Students brainstorm, plan, compose, revise and edit their work. Students may work independently or with others on research tasks. Correct grammar and spelling are a focus throughout writing tasks.



Handwriting

Students are encouraged to develop a legible and personalised handwriting style. Attention is given to letter formation, size, shape, spacing and presentation.

Spelling

Learning to spell is an important aspect of learning to write. Students need to use words both orally and in writing. We examine word blends, phonetics and words relating to class topics, interest words from current events, personal words and frequently used words (e.g. why, because, they, said, etc).

Parents can help by:

- Encouraging children to “have a go” at spelling words they are not sure of when writing at home. If you give them a correct spelling before they’ve had a go themselves, it’s likely they won’t be able to spell it correctly next time either.
- Simply being aware and interested in words.
- Playing word games such as Scrabble, Boggle and Hangman.

Speaking and Listening

In Year 6, students will participate in formal and informal activities in which they plan, rehearse and think about the way in which they speak and listen. Students will participate in activities such as:



- Debating
- Play reading
- Discussion groups,
- Prepared and impromptu talks
- Poetry recitations
- Dramatic performances
- Story telling

They will be encouraged to adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise the meaning.

MATHEMATICS

Through learning mathematics in school, students will work towards acquiring mathematical skills and knowledge so they can deal confidently and competently with daily life.

Learning mathematics involves mastery of several components:

- Knowing mathematical facts (such as multiplication tables or the meaning of a polygon).
- Being able to carry out mathematical procedures (such as adding numbers or drawing a graph).
- Being able to apply mathematical concepts to solve problems.

The mathematics curriculum aims to engage students in positive learning experiences, which are structured to develop mathematical skills and knowledge in the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability.



Number and Algebra:

- Comprehend the size and order of small numbers (to hundredths) and large numbers (to millions)
- Model common fractions and decimals and place them on a number line.
- Find the factors of numbers (for example the factors of 10 are 1,10 and 2,5).
- Find the equivalent representations for common fractions, decimals and percentages (for example, $\frac{1}{4} = 0.25 = 25\%$).
- Explain and use mental and written algorithms for addition, subtraction, multiplication and division.
- Add, subtract and multiply decimals.
- Add and subtract fractions with like and unlike denominators.
- Use estimates for computation



Measurement and Geometry:

- Use metric units to estimate and measure length, perimeter, area, mass, volume, capacity, time and temperature.
- Measure angles in degrees.
- Convert metric units of length, capacity and time (for example $1000\text{mL} = 1\text{L}$).
- Identify the lines in the environment (for example, horizontal, vertical, parallel).
- Classify and sort shapes and solids (for example, prisms, pyramids, cylinders and cones) using the property of lines (orientation and size), angles (less than, equal to, or greater than 90 degrees) and surfaces.
- Use a protractor to draw angles.
- Use conventions for drawing three-dimensional objects to show the depth dimension (for example draw a cube with some rectangular faces drawn as parallelograms and dotted lines for hidden edges).
- Follow instructions to draw shapes and nets of solids using simple scale.
- Describe the features of shapes and solids that remain the same (for example, angles) or change (for example, surface area) when a shape is enlarged or reduced).
- Apply a range of transformations to shapes (for example, rotate, slide, flip).
- Use the idea of size, scale and direction to describe location and objects in maps.
- Use compass directions, coordinates, scale and distance, and conventional symbols to describe routes between places shown on maps.

Statistics and Probability:



- Recognise and distinguish between different data types.
- Present data in a variety of ways (for example, pie charts).
- Describe and calculate probabilities using words, fractions and decimals between 0 and 1.
- Calculate probabilities for chance outcomes.
- Discuss chance events and understand that experimental estimates of probabilities become theoretical probability in the long run. (for example if I roll a dice for a large number of times the probability of rolling a 6 will be 50%)

IPADS

We are looking forward to using iPads to support our learning in our classrooms this year. We ask that each child provides a set of small headphones that they are able to leave at school in their tub for their personal use. If your child is bringing their own device from home they should have signed and returned the 'Bring Your Own Devices' form.

INTEGRATED CURRICULUM

The integrated curriculum incorporates:

- Health Education
- The Humanities – Civics and Citizenship, Economics and Business, Geography and History
- Science
- Technologies – Design and Technologies and Digital Technologies
- Critical and Creative Thinking
- Ethical Capabilities
- Intercultural Capabilities
- Personal and Social Capabilities

Term 1 – A Valued Beginning and Australia As A Nation

'A Valued Beginning' is a whole school wellbeing program that establishes class routines, expectations and relationships. Students have been discussing school values, along with the You Can Do It foundations and have formulated a class agreement for the year. The Student Wellbeing Program covers Physical, Personal and Social Learning and this is taught through our You Can Do It



Program as well as a variety of Student Wellbeing resources. We will also be focusing on the five school wide values of Respect, Fairness, Compassion, Understanding and Honesty.

The 'Australia As A Nation' unit is where students will learn about Australia's history, in particular the lead up to Federation, Democracy and notable individuals that have made an impact on our history.

Term 2 – Exploring Europe and North America

'Exploring Europe and North America' unit focuses on the concepts of place and interconnection. Students will develop an understanding of the major countries in Europe and North America and explore how environmental and human characteristics influence the environment.

Term 3 – All Things Science

During 'All Things Science' unit students will participate in a weekly rotation covering various science topics and experiments.



Term 4 – You Design, Create & Evaluate

The 'You Design, Create & Evaluate' unit is one that the students will really enjoy, designing and sewing their own cushions. They communicate a range of design ideas using labeled sketches and models. Students produce step-by-step plans for making products. They reflect on their designs and modify designs after considered evaluation from peers and teachers, and their own reflections.

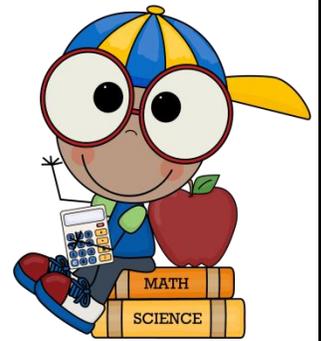
HOMEWORK

Throughout the year your child will regularly receive homework. Students are encouraged to complete set homework tasks to develop responsibility, organisation and time management skills.

Students will receive homework on a Friday that must be completed and returned by the following Thursday. Students are expected to take responsibility for completing this task, but encouragement and support from parents would be appreciated.

Homework is divided into two sections: sheet based on the curriculum, reading and spelling.

1. Sheet based on the Curriculum – this is a double sided sheet that includes reading comprehension, grammar, maths and integrated studies. All sections must be completed.
2. Reading – students are expected read regularly and record this in their diary which needs to be signed by a parent. Diaries will be checked by the teachers. Students should be reading on at least two occasions, for a total weekly reading time of at least one hour. Students are encouraged to read a variety of texts including newspapers, magazines, fiction books and non-fiction books, however a chapter book is encouraged.



Occasionally long term projects or alternative tasks will be given instead of regular homework.

Encourage your child to read by visiting the library, talking about books and authors and reading together. Have fun practising tables and challenging your child to improve their spelling skills and extend their vocabulary.

It would be helpful if finished homework was checked by you for correctness and presentation.

SPECIALIST AREAS

Physical Education

Kate Schie takes each class for a weekly P.E. lesson.

Activities focus on:

- Ball Handling
- Gymnastics
- Minor Games
- Major Games
- Athletics
- Dance
- Swimming



The Year 6 Sport program involves opportunities for teams and individuals to be involved in competitive experiences at school, district, region and state level. Sporting excursions and clinics are also part of the Year 6 Sport program. Please ensure your child has appropriate clothing and footwear to participate successfully in P.E./Sport.



Art

Ray Legione takes each class for a weekly session. The Art program provides stimulating learning experiences, which promote self-expression, provide for creativity and imagination in addition to the development of particular skills.

Main areas included in the Art program are:

- Painting
- Drawing
- Printing
- Collage/ paper skills
- Construction/ threads
- Textiles
- Modeling/ sculpture

Library

Classroom teachers will teach library each week at Bimbadeen.

During these sessions students will investigate a chosen author and how their different books have a similar feel to them through the illustrations and themes.

Students are encouraged to develop a love of reading and are introduced to a wide range of literature. Regular and responsible borrowing is expected. Participation in the Victorian Premier's Reading Challenge is also strongly promoted as a worthwhile activity. Students are welcome to visit the Library before and after school for additional borrowing, as well as during lunchtime opening times.



Chinese



Becky Liu takes each class for their weekly session. Students in Year 6 will have one L.O.T.E lesson of 40-45 minutes per week. This year students will be introduced to many aspects of Chinese culture including popular festivals, hobbies, food and customs. Comparisons will be made between China and other countries in Asia as well as between Australia and China. Students will also learn about the presence of Chinese culture and language within Australia. Year 6

students will begin to develop an understanding of different elements within spoken and written Chinese, and of the origin of the character writing system. They will participate in a wide variety of engaging activities to support their learning and work towards developing a strong foundation in the language.

Music

Lynne Burt provides a varied and creative Music program for each class. The program provides for playing, singing, moving, listening, creating, improvising, reading and writing music through a wide variety of activities. Students work independently and in groups and are encouraged to develop skills in confidence, persistence, organisation, getting along and resilience in addition to musical skills. In 2017 there is a Choir and Percussion Ensemble (Wednesday lunch times) for senior students and a number of additional visiting teachers who run lessons in Drumkit, Keyboard, Guitar and Voice during school time.



STUDENT WELLBEING

Student Wellbeing forms the basis of all class programs at Bimbadeen Heights. Through a positive, proactive approach, we aim to provide students with a school environment and curriculum that will allow them to be happy, successful achievers possessing the qualities and attitudes that will lead them to a life long love of learning and personal fulfilment.



The 'You Can Do It!' Education Program provides the major focus for our wellbeing programs and is implemented throughout the school. Through regular participation in class activities, students are encouraged to develop the positive ways of thinking and personal resources that are associated with the four foundations for achievement and social-emotional wellbeing: Getting Along, Organisation, Persistence and Confidence. These all contribute to the development of the fifth foundation - Emotional Resilience.

In addition to 'You Can Do It!' students participate in a range of class activities in the areas: social skill development, conflict resolution, problem solving, anti-bullying, health and drug education. This year there is a focus on transition to secondary school.

Teachers will also create Individual Learning Plans for some students, which may include a behavioural or social focus for students in need. Where necessary, individual or small group programs are implemented with the assistance of support staff.

Feature Student – TLC (Teacher Learner Conversations)

This year we are continuing the system call 'Feature Student – TLC' (Teacher Learner Conversations). This is a system where every child will be scheduled as a 'Feature Student – TLC' once every two to three weeks. The calendar or list will be on display in the classroom so that children will know when their day is coming up.



On their allocated day the teacher will make sure that they formally check on the student's reading, writing and/or numeracy learning and will have a 1:1 conversation with the feature student where they will talk about their learning, what they're struggling with, what they're enjoying, any social or friendship issues and anything else that they wish to talk to the teacher about. The teacher will take notes during these conversations.

This is not replacing the 'Star of the Week' or other special well-being programs that many classes already have in place. It is also important to understand that this does not mean that the teacher will be focussing on the Feature Students to the detriment of others. They will of course continue to listen to other children read, conference their writing, provide feedback to children and make time to attend to other students needs every day. The 'Feature Student – TLC' system is a simple, structured way to ensure that every child gets the benefit of formal teacher feedback on a regular basis.