









## Year Six Curriculum Overview – Term 1, 2025

Below is a summary of the content to be covered in each Learning Area and important information in Term 1.

<p><b>Religious Education</b></p> 	<p><b>Called to live like Jesus.</b>  <b>Unit Overview:</b> In this unit students will deepen their understanding of sacramentality and the seven sacraments of the Church. They will examine the Church as a sacrament and study various vocations as a response to our baptismal call. Students will explore the Sacraments of Holy Orders and Matrimony. The integrated Liturgical Year from Strand D enables students to explore the traditions, beliefs, Scripture and events celebrated by the Catholic community throughout the Liturgical Year.  <b>Knowledge and Understanding:</b>          Students will:</p> <ul style="list-style-type: none"> <li>- explain the significance of the Sacraments of Holy Orders and Matrimony in the life of the Church</li> <li>- investigate the traditions, beliefs, Scripture and events associated with the Liturgical Year</li> </ul>																	
<p><b>English</b></p> 	<p>The following focus areas will be explored in Stage Three English:</p> <ul style="list-style-type: none"> <li>• Oral language and communication</li> <li>• Vocabulary</li> <li>• Reading fluency</li> <li>• Reading comprehension</li> <li>• Creating written texts</li> <li>• Spelling</li> <li>• Handwriting and digital transcription</li> <li>• Understanding and responding to literature</li> </ul> <p>Throughout this term, students will engage in the novel study of <i>Rabbit, Soldier, Angel, Thief</i> by Katrina Nannestad. Using this text, students will be exposed to mature vocabulary and other text features, including figurative language such as personification, onomatopoeia, similes, metaphors and alliteration. Throughout this unit, students will study correct punctuation, complex vocabulary and how to effectively use these in their own writing. <i>Rabbit, Soldier, Angel, Thief</i> will expose students to Tier 2 and Tier 3 level words. This vocabulary will be studied in spelling, where students will practice syllabification and engage with etymology to understand the origins of words and determine their meaning. Within reading groups, students will focus on comprehension, conventions of language and reading fluency. This will be run in small groups, both teacher instructed, and student guided.</p>																	
<p><b>Mathematics</b></p> 	<p>Year 6 will be exploring the following concepts over the course of Term 1 2025. Whilst studying this content, the focus will be on strengthening problem solving skills, reasoning and the ability to describe and represent mathematical situations in a variety of ways.</p> <table border="1" data-bbox="298 1304 1568 1986"> <thead> <tr> <th>Weeks</th> <th>Big Idea</th> <th>Outcomes</th> </tr> </thead> <tbody> <tr> <td>Weeks 1 – 3 <b>Unit 1</b></td> <td>The number system extends infinitely to very large and very small numbers</td> <td><b>Working Mathematically</b> <b>Number and Algebra</b> -Representing Whole Numbers -Additive reasoning -Multiplicative reasoning</td> </tr> <tr> <td>Weeks 4-6 <b>Unit 2</b></td> <td>Addition and Subtraction problems can be solved by using a variety of strategies</td> <td><b>Working Mathematically</b> -Representing Whole Numbers -Additive reasoning</td> </tr> <tr> <td>Weeks 7 – 8 <b>Unit 3</b></td> <td>What needs to be measured determines the unit of measurement</td> <td><b>Working Mathematically</b> - Geometric Measure - Multiplicative Relations - two-dimensional spatial structure</td> </tr> <tr> <td>Weeks 9 – 10 <b>Unit 4</b></td> <td>Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations.</td> <td><b>Working Mathematically</b> <b>Number and Algebra</b> -Representing Whole Numbers -Multiplicative reasoning</td> </tr> </tbody> </table>			Weeks	Big Idea	Outcomes	Weeks 1 – 3 <b>Unit 1</b>	The number system extends infinitely to very large and very small numbers	<b>Working Mathematically</b> <b>Number and Algebra</b> -Representing Whole Numbers -Additive reasoning -Multiplicative reasoning	Weeks 4-6 <b>Unit 2</b>	Addition and Subtraction problems can be solved by using a variety of strategies	<b>Working Mathematically</b> -Representing Whole Numbers -Additive reasoning	Weeks 7 – 8 <b>Unit 3</b>	What needs to be measured determines the unit of measurement	<b>Working Mathematically</b> - Geometric Measure - Multiplicative Relations - two-dimensional spatial structure	Weeks 9 – 10 <b>Unit 4</b>	Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations.	<b>Working Mathematically</b> <b>Number and Algebra</b> -Representing Whole Numbers -Multiplicative reasoning
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<p><b>Inquiry (History)</b></p> 	<p><b>Our inquiry big question for the term is:</b>  <b>What influences have contributed to the development of Australia as a Nation?</b></p> <p>This topic moves from colonial Australia to the development of Australia as a nation, specifically after 1901. Students will explore the factors that led to Federation and the experiences of democracy and citizenship over time. Students will explore the significance of Australia's British heritage, the Westminster system and other models that influenced the development of Australia's system of government. Students will study the historical way of life of people who migrated to Australia and their contributions to Australia's economic and social development.</p> <p><b>Other essential focus questions:</b></p> <ul style="list-style-type: none"> <li>❖ Who were the people who came to Australia and why did they come?</li> <li>❖ Why and how did Australia become a nation?</li> <li>❖ What contribution have significant individuals and groups made to the development of Australian society?</li> <li>❖ How did Australian society change throughout the twentieth century?</li> </ul>																														
<p><b>PDHPE</b></p> 	<p><b>Personal Development and Health</b></p> <p>St Cecilia's is implementing a Second Step, a coordinated classroom, family and community program, designed to teach children how to understand and manage their emotions, control their reactions, be aware of others' feelings and have the skills to problem-solve and make responsible decisions.</p> <table border="1" data-bbox="300 598 1567 1270"> <thead> <tr> <th>Week</th> <th>LESSON</th> <th>OBJECTIVE</th> </tr> </thead> <tbody> <tr> <td>1 - 2</td> <td>Positive Behaviour for Learning</td> <td>Students will revise school-wide behaviour expectations.</td> </tr> <tr> <td>3</td> <td>Lesson 1 - Empathy</td> <td>Describe challenges they might face and identify resources which they can get help from. Use empathy skills to identify ways they can help new students feel welcome and comfortable at school.</td> </tr> <tr> <td>4</td> <td>Lesson 2 – Friends and Allies</td> <td>Describe what happens in their brains when they try something new and how their brains change with experience and practice.</td> </tr> <tr> <td>5</td> <td>Lesson 3 – Considering Perspectives</td> <td>Name new strategies they can try when they're having trouble learning something new.</td> </tr> <tr> <td>6</td> <td>Lesson 4 – Disagreeing Respectfully</td> <td>Write a specific goal.</td> </tr> <tr> <td>7</td> <td>Lesson 5 – Being Assertive</td> <td>Break a big, long-term goal down into smaller, short-term goals</td> </tr> <tr> <td>8</td> <td>Lesson 6 – Recognising Bullying</td> <td>Set progress markers for their goal, determine when their goal has been achieved, and determine if they need to try a new strategy to reach their goal.</td> </tr> <tr> <td>9</td> <td>Lesson 7 - Bystanders</td> <td>Create an action plan for achieving a goal.</td> </tr> <tr> <td>10</td> <td>Lesson 8 – Emotions: Brain and Body</td> <td>Describe the three most common types of in-person bullying (physical, relational, and verbal).</td> </tr> </tbody> </table> <p><b>Physical Education</b></p> <p><b>Unit Title:</b> Fitness/Cross Country</p> <p>In this unit, students will prepare for the school Cross Country race, the Field Events day as well as the Athletics Carnival. Students will develop fundamental motor skills associated with cross country and athletics. Activities have been designed to improve student fitness and ability to run long distances. Students will practise skills in shot put, discus, high jump and long jump, as well as sprinting and relay racing. They will be given the opportunity to practise these skills through playing games and/or modified sports.</p> <p>We have also been fortunate enough to secure free basketball clinics for the children each Friday and we have asked the coaches to focus on skills but also setting clear guidelines and recapping of basketball rules on the school playground.</p> <p><b>If your child is unable to participate in Physical Education due to an injury, please communicate this to your child's teacher via email or letter.</b></p>	Week	LESSON	OBJECTIVE	1 - 2	Positive Behaviour for Learning	Students will revise school-wide behaviour expectations.	3	Lesson 1 - Empathy	Describe challenges they might face and identify resources which they can get help from. Use empathy skills to identify ways they can help new students feel welcome and comfortable at school.	4	Lesson 2 – Friends and Allies	Describe what happens in their brains when they try something new and how their brains change with experience and practice.	5	Lesson 3 – Considering Perspectives	Name new strategies they can try when they're having trouble learning something new.	6	Lesson 4 – Disagreeing Respectfully	Write a specific goal.	7	Lesson 5 – Being Assertive	Break a big, long-term goal down into smaller, short-term goals	8	Lesson 6 – Recognising Bullying	Set progress markers for their goal, determine when their goal has been achieved, and determine if they need to try a new strategy to reach their goal.	9	Lesson 7 - Bystanders	Create an action plan for achieving a goal.	10	Lesson 8 – Emotions: Brain and Body	Describe the three most common types of in-person bullying (physical, relational, and verbal).
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<p><b>Visual Arts</b></p> 	<p><b>Unit Title:</b> Famous Australian Artists</p> <p>Throughout this term, students will have the opportunity to appreciate the art of <b>Famous Australian Artists</b>. This unit reviews the work of artists such as Jorn Utzon, Paul Klee, Streeton and McCubbin. This unit will provide students with opportunities to explore the components of drawing, with direct links to the Inquiry unit Australia as a Nation. Students will learn to appreciate and discuss the artist's work and gain an understanding about the audience and subject matter.</p>																														

## 2025 Specialist classes

<u>Specialist Teacher</u>	Mrs. (Jaclyn) Sheppard & Mrs. (Chloe) Harrison	Mrs. (Anastasia) Cattabriga	Mrs. (Virginia) Cumming	Mrs (Chelsey) Shaw	Miss (Molly) Clancy & Mrs. (Karla) Williams
<u>Specialist Area</u>	<u>Coaching</u>	<u>Creative and Performing Arts</u>	<u>Library</u> <i>Students bring library bag</i>	<u>Physical Education</u> <i>Students wear sports uniform</i>	<u>Sport</u> <i>Students wear sports uniform</i>
<u>6 Blue</u>	Tuesday 11:25 am – 12:25 pm	Tuesday 8:45 – 9:25 am	Tuesday 9:25 – 10:05 am	Wednesday 8:45 – 9:25 am	Friday 12:45 – 1:25 am
<u>6 Gold</u>		Tuesday 9:25 – 10:05 am	Tuesday 8:45 – 9:25 am	Thursday 8:45 am – 9:25 am	

### Communication with teacher

Communication is key to a successful partnership in Year 6's final year of primary school. Whilst the day is filled with many tasks, we do prefer that communication is via email through the school office ([scw@dbb.catholic.edu.au](mailto:scw@dbb.catholic.edu.au)) with the subject **ATTN: Teacher name & Child's Class**. We are also available to attend face-to-face or phone meetings before and after school, but these **must** be booked in advance due to other commitments. To book these meetings with us, please email or phone the office with your preferred day and time and we can determine a meeting time from there.

We are looking forward to meeting parents in Week 4 for the Goal Setting Meetings. We believe that these meetings are essential at the beginning of the year to determine clear learning goals that students, parents, and teachers can set together.

We will communicate important messages to you via Compass, so please ensure that you have Compass notifications turned on. If you are unsure of how to do this, please don't hesitate to contact the office for assistance.

### Homework

#### SECOND STEP: Social and Emotional Learning Program

- ❖ *Weekly learning activities* are sent home to reflect and consolidate the content being covered in class. This program is most effective if the messaging between home and school aligns. Therefore, please ensure you review this homework.

#### ENGLISH

- ❖ Read a 'Good Fit' book (that the students can loan from the school library) each day to assist in the development of reading fluency, accuracy, comprehension and vocabulary exploration. We recommend for this age group students should read for 20 - 30 minutes.

#### MATHEMATICS

- ❖ *Weekly Revision Sets* that allow the students to complete a mixture of questions based on Year 6 content that is being taught in class

#### PBL FOCUS – Positive Behaviour for Learning

<u>Term 1</u>	<u>Focus</u>	<u>Skill</u>
<b>Week 1 and 2</b>	At St Cecilia's we are:	Safe, Cooperative and Respectful Learners
<b>Week 3 and 4</b>	Respectful	Listen to Others
<b>Week 5 and 6</b>	Respectful	Speak Respectfully
<b>Week 7 and 8</b>	Safe	Use Safe and Caring Actions
<b>Week 9 and 10</b>	Cooperate	Play Fairly

## **IMPORTANT DATES**

### **Week 1**

Monday 3<sup>rd</sup> Feb – Start of term 1 2025 for Years 1-6

Wednesday 5<sup>th</sup> Feb – Kindergartens' first day

### **Week 2**

Tuesday 11<sup>th</sup> Feb – Safer Internet Day

Friday 14<sup>th</sup> Feb – Whole school awards at 8:45am

### **Week 3**

Monday 17<sup>th</sup> Feb – Year 6 Parish Mass at St Cecilia's Church starting at 9:15am

Monday 17<sup>th</sup> Feb – CCC Zone Swimming at Mingara

Wednesday 19<sup>th</sup> Feb – Whole school Opening School Mass at 9:30am

### **Week 4** (Goal Setting Meetings)

Friday 28<sup>th</sup> Feb - Whole school awards at 8:45am

Saturday 1<sup>st</sup> March – Kindergarten and Year 6 Buddies Mass. 5pm at St Cecilia's Church

### **Week 5** (Beginning of Lent)

Tuesday 4<sup>th</sup> March – Shrove Tuesday (Please bring a gold coin donation)

Wednesday 5<sup>th</sup> March – Ash Wednesday

Friday 7<sup>th</sup> March – Whole School Cross Country for Year 2 – 6

### **Week 6**

Wednesday 12<sup>th</sup> March – Year 6 Faith and Learning Walk at 2:30pm in 6 Blue Classroom

Friday 14<sup>th</sup> March (Harmony Day) - Whole school awards at 8:45am

### **Week 7**

Tuesday 18<sup>th</sup> March – Open morning 9:15 – 10:45 am

Wednesday 19<sup>th</sup> March – Father Raul Visit (6B) 12:55 – 1:25pm

### **Week 8** (Wellbeing Week)

Wednesday 26<sup>th</sup> March - Father Raul Visit (6G) 12:55 – 1:25pm

Friday 28<sup>th</sup> March – Stage 3 Leadership Day with students from St Peter's Youth Ministry Team

Friday 28<sup>th</sup> March - Whole school awards and Light of Learning Award at 8:45am

### **Week 9**

Tuesday 1<sup>st</sup> April – Open evening

Thursday 3<sup>rd</sup> April – CSBB Year 6 Leadership Day

### **Week 10**

Tuesday 8<sup>th</sup> April – Holy Week Celebration Mass at St Cecilia's Church from 9:30am

Wednesday 9<sup>th</sup> April – Stage 3 Soccer Gala Day at Tuggerah Sporting Complex

Thursday 10<sup>th</sup> April – Athletic Carnival

Friday 11<sup>th</sup> April - Whole school awards at 8:45am and final day of Term 1.

We look forward to a wonderful first term together.

***Molly Clancy, Stephanie Alchin and Karla Williams***