

MARONITE COLLEGE OF THE HOLY FAMILY



Grade Curriculum Notes: Year 6

2018

Teaching Staff

Grade Teachers	Mrs Kartabani Ms. Mourani Mrs. Murphy & Mrs. Guinan Mr. Bechara
Stage 3 Coordinator	Ms. Azzi
EAL/D, Integration Staff:	Ms. Azzi Mrs. Lal
Arabic Teachers	Mrs. Sassine Mrs. Zaiter Mrs. Farah Mrs. Chalhoub
Learning Centre Supervisor	Ms. Roumanus
Learning Support Staff	Ms. Nemar Mrs. Achmar

Curriculum Notes

Homework:

Your Year 6 child should be spending a minimum of 60 minutes on homework each school night. The following table outlines the set homework for Term 1 and all students are expected to complete all the set homework tasks each week.

Students will also record homework tasks in their college diary which must be brought to school with them each day and signed by a parent/guardian at the end of each week.

Homework is accessible via the school intranet using Moodle <https://learn.mchf.nsw.edu.au/login/index.php>

MONDAY	
ENGLISH	1. Look, Cover, Write, Check your spelling words and Synonyms. 2. Spelling activity 3. <i>READ a book for enjoyment</i>
MATHS	4. Maths revision worksheet based on weekly topic studied in class
ARABIC	5. Arabic homework set by class teacher

TUESDAY	
ENGLISH	1. Look, Cover, Write, Check your spelling words 2. Comprehension activity 3. <i>READ a book for enjoyment</i>
MATHS	4. Maths revision worksheet based on weekly topic studied in class
ARABIC	5. Arabic homework set by class teacher

WEDNESDAY	
ENGLISH	1. Look, Cover, Write, Check your spelling words. 2. Grammar activity 3. <i>READ a book for enjoyment</i>
MATHS	4. Maths revision worksheet based on weekly topic studied in class
ARABIC	5. Arabic homework set by class teacher

THURSDAY	
ENGLISH	1. Look, Cover, Write, Check your spelling words. 2. Writing/Viewing activity 3. <i>READ a book for enjoyment</i>
MATHS	4. Maths revision worksheet based on weekly topic studied in class
ARABIC	6. Arabic homework set by class teacher

English/Mathematics:

	Term 1
English	<p>The study of English is divided into several areas:</p> <ul style="list-style-type: none">*Speaking and Listening*Reading and Viewing*Responding and Composing*Expressing Themselves*Thinking Imaginatively, Creatively, Interpretively and Critically*Writing and Representing*Spelling* Grammar, Punctuation and Vocabulary*Reflecting on Learning <p>The year 6 program is designed to help develop the student's proficiency in all areas of the curriculum.</p> <p>Reading and Viewing: - Reading takes place throughout all Key Learning Areas, however skills and strategies will be taught during timetabled reading times using Guided Reading, Reader's Circle and Independent Reading Strategies. The students will be exposed to a wide range of reading materials and whenever possible these will be linked to the other areas of English. Students will be engaged in more critical thinking tasks. They will be <u>Responding</u> to and <u>Composing</u> various works to demonstrate their understanding of a variety of texts.</p> <p>Writing and Representing: - The students will participate in a number of Writing activities each week, when they will revise and build upon their knowledge of the various types of texts. Particular emphasis will be placed on <u>Grammar, Punctuation and Vocabulary</u> elements of a text, as well as adding extra details which are relevant to Stage 3.</p> <p>Speaking and Listening – The students will participate in regular activities designed to improve their Speaking and Listening skills and strategies. Speaking and Listening activities are also integrated across all areas of the school curriculum.</p> <p>Spelling – Spelling activities are completed each week based on the Quota Spelling format. These will be followed by a weekly test that usually takes place on Fridays.</p>
Mathematics	<p>Throughout the year the students will cover the following three content strands of Number and Algebra, Measurement and Geometry, Statistics and Probability. The process strand Working Mathematically is integrated into the content of each of the three content strands.</p> <p>Students will be assessed after each unit to monitor their learning and set goals throughout the year to further develop their understanding.</p>

Integrated Units:

	Term 1	Term 2	Term 3	Term 4
Religion	Religious Education is based on Christianity and in particular the Maronite faith. The students will study the Feast Days and important times of the religious calendar, whilst also studying the Bible and its teachings. The following topics will also be studied:			
	<ul style="list-style-type: none"> • Servant Leadership • Practices and Promises • Crossroads: Easter Triduum and Holy Week 	<ul style="list-style-type: none"> • Easter Season: The Road Ahead • The Story of the Catholic Church in Australia 	<ul style="list-style-type: none"> • Eucharist: Nourishes us for the Journey • Stewards of Creation 	<ul style="list-style-type: none"> • Vocation • Heroes for God • Mission: Living and Sharing in the Mission of Jesus • Wake up and be ready • Nativity Tree
Geography Science History	<i>Geography:</i> A Diverse and Connected World	<i>Science:</i> Earth and Space	<i>History:</i> Australia as a Nation	<i>Science:</i> Chemical Science: What's the Matter?
	Information Technology is integrated in all aspects of the curriculum. Each class has access to the ICT lab for 1 hour per week and a Smart-board is in each of the classrooms.			
Creative Arts	Students will be involved in a variety of activities involving making and appreciating Art Music, Dance and Drama.			
	Visual Arts Drama Music Dance	Drama Dance Visual Arts	Music Visual Arts Drama	Drama Visual Arts Dance
Personal Development, Health and Physical Education	Throughout the year the students will be studying the topics of Leisure, Safe Living (Personal, School and Road Safety) Personal Health Choices (Legal and Illegal Drugs, Exercise, Nutrition and Smoking) as well as the Human Body (growth, development, changes, puberty, stress management and diseases of the blood).			
	<ul style="list-style-type: none"> • Swimming • Volleyball • Fitness Circuits 	<ul style="list-style-type: none"> • Baseball • Fitness Circuits 	<ul style="list-style-type: none"> • Athletics (carnival preparation) • Fitness Circuits 	<ul style="list-style-type: none"> • Dance • Netball • Fitness Circuits

Other:

The students are fortunate to have access to specialist teachers in the following areas:

Learning Centre	6 Emerald – Tuesday 6 Topaz – Monday 6 Teal – Tuesday 6 Indigo – Monday
Arabic	Monday-Thursday

ICT

6 Emerald - Monday
6 Topaz - Thursday
6 Teal - Wednesday
6 Indigo – Tuesday

Term 1 Overview

KLA	Outcome Description	Unit Outline
English	<p>EN3.1A *participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions</p> <p>EN3.2A *composes, edits and presents well-structured and coherent texts</p> <p>EN3.3A *navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning</p> <p>EN3.4A *draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts</p> <p>EN3.5B *discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts</p> <p>EN3.6B *uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies</p> <p>EN3.7C *think imaginatively when engaging with texts, using prediction, for example, to imagine what happens to characters after the text</p> <p>EN3.8D * identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts</p> <p>EN3.9E *recognises, reflects on and assesses their strengths as a learner</p>	<p>UNIT 1: NOVEL STUDY – BOY OVERBOARD BY MORRIS GLEITZMAN (IMAGINATIVE WRITING WEEK 1-8)</p> <p>In this unit, students learn to critically analyse and respond to imaginative texts. They explore and examine the characteristic ways in which imaginative texts are structured and presented and consider the literary devices used in imaginative texts to meet the purpose of entertaining, engaging and influencing the way readers think. Using the text ‘Boy Overboard’ by Morris Gleitzman as a stimulus, students will investigate a variety of imaginative writing techniques and literary devices employed by authors and appreciate how such a demanding text contains increasing levels of complexity and abstraction to enhance enjoyment, by addressing themes and issues relating to asylum seekers, border protection and human rights. Throughout the unit, students will understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic, audience and language. They will use writing skills derived from the Seven Steps to Writing Success program and apply these to their writing in ways that make their imaginative texts exciting, moving and absorbing to hold readers’ interests.</p> <p>UNIT 2: THE UNITED NATIONS ASSEMBLY (INFORMATIVE/PERSUASIVE WEEK 9-11)</p> <p>Students will continue their learning from the ‘Boy Overboard’ text and look at the global issue of refugees. They will write a letter as imagining they are a refugee imploring their United Nations delegate to help resolve the crisis before exploring the history and role of the United Nations. They will be tasked with taking on the role of delegate for a specific first world country and participate in a mock United Nations assembly representing their country in a discussion on refugees.</p>

<p>Mathematics</p>	<p>MA3-1WM Describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions</p> <p>MA3-2WM Selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations</p> <p>MA3-3WM Gives a valid reason for supporting one possible solution over another</p> <p>MA3-4NA Orders, reads and represents integers of any size and describes properties of whole numbers</p> <p>MA3-5NA Selects and applies appropriate strategies for addition and subtraction with counting numbers of any size.</p> <p>MA3-9MG Selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of mass</p> <p>MA3-10MG Selects and uses the appropriate unit to calculate areas, including areas of squares, rectangles and triangles.</p> <p>MA3-15MG Manipulates classifies and draws two dimensional shapes, including equilateral, isosceles and scalene triangles, and describes their properties.</p>	<p><u>Number and Algebra</u></p> <ul style="list-style-type: none"> • Whole Number – Positive, Negative, Prime, Composite, Square and Triangular numbers • Addition and Subtraction <p><u>Measurement & Geometry</u></p> <ul style="list-style-type: none"> • Length • Area • Two-Dimensional Shapes <p><u>Working Mathematically</u> This strand is integrated in all strands of Mathematics.</p>
<p>Religion</p>	<p><u>Servant Leadership</u></p> <p>01 Compare and contrast different styles of leadership 02 Identify and explain characteristics of the servant leadership displayed by Moses and Jesus 03 Apply the Christian ideals of leadership in their school community</p> <p><u>Practices and Promises</u></p> <p>01 Identify and give examples of three forms of Lenten penance 02 Research examples of Old Testament covenants, commandments and laws 03 Describe how God established a covenant relationship with the people of Israel through Moses 04 Explain the importance of the Ten Commandments and laws in the covenant relationship between God and the people of Israel 05 Propose ways in which their relationship with God and others can be renewed this Lent through the fulfilment of promises to undertake Lenten practices</p> <p><u>Crossroads: Easter Triduum and Holy Week</u> 01 Recall and explore ‘crossroad’ situations in their own lives when they were faced with making decisions. 02 Explain how Jesus, Pilate, Judas, Peter and the other disciples were confronted with ‘crossroad’ situations. 03 Link events of Jesus’ passion, death and resurrection with the liturgies celebrated in Holy Week and Easter. 04 Dramatise Christian responses to real-life moral dilemmas.</p>	<p><u>Servant Leadership</u></p> <p>This unit encourages students to embrace their new role as school leaders and encourages them to reflect on our greatest leader Jesus Christ.</p> <p>Students are asked to reflect on what it feels like to be in the final year of Primary school and to record their Dreams, Responsibilities and Concerns for Year 6.</p> <p><u>Practices and Promises</u></p> <p>In this unit the students will explore the themes of covenant, commandment and law. They will examine Lenten practices and promises (prayer, self-denial and helping others (almsgiving).</p> <p>There is a particular emphasis on the ten commandments and the law of love.</p> <p><u>Crossroads: Easter Triduum</u></p> <p>In this unit students will brainstorm and discuss possible Crossroad situations that Jesus faced and relate this to Lent and sacrifice.</p> <p>Students will learn about Easter symbols and their significance to Easter, they will look at in detail the events of Holy Week and the Easter Triduum (Holy Thursday, Good Friday and Easter Sunday).</p>
<p>Science</p>	<p>Science will be completed in Term 2 and 4.</p>	

<p>Geography</p>	<p>GE3 -1 describes the diverse features and characteristics of places and environments</p> <p>GE3-2 explains interactions and connections between people, places and environments</p> <p>GE3-4 acquires, processes and communicates geographical information using geographical tools for inquiry</p>	<p><u>A Diverse and Connected World</u> Students explore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world’s people, including the indigenous peoples of other countries and explore and reflect upon similarities, differences and the importance of intercultural understanding.</p>
<p>Personal Development, Health & Physical Education</p>	<p>ALS3.6 Shows how to maintain and improve the quality of an active lifestyle.</p> <p>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations.</p> <p>GSS3.8 Applies movement skills in game and sports that require communication, cooperation, decision making and observation of rules.</p> <p>DMS3.2 Makes informed decisions and accepts responsibility for consequences.</p>	<p><u>P/D Health: Active Lifestyles</u> Students will look at ways to be active through playing various ball games and participating in obstacle courses.</p> <p><u>P/D Health: Safe Living</u> Students will cover content on water safety measures that need to be taken at beaches, lakes, rivers and pools, and will also learn about what to do in case of an emergency.</p> <p><u>Physical Education: Newcombe Ball and Swimming</u> This term Year 6 will attend Homebush Aquatic Centre for daily instructed swimming lessons in weeks 9 and 10. Students will also be engaged in physical activities where they will learn Newcombe ball skills and complete Fitness Circuits throughout the term.</p>
<p>Creative Arts</p>	<p>VAS3.1 Investigates subject matter in an attempt to represent likenesses of things in the world.</p> <p>VA3.2 Makes artworks for different audiences assembling materials in a variety of ways.</p> <p>VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.</p> <p>VAS3.4 Communicates about the ways in which subject matter is represented in artworks.</p> <p>DAS3.1 Performs and interprets dances from particular contexts, using a wide range of movement, skills and appropriate expressive qualities.</p> <p>DAS3.2 Explores, selects, organises and refines movement using the elements of dance (action, time, space, dynamics, relationships, structure) to communicate intent.</p> <p>MUS3.1 Sings, plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts</p> <p>MUS3.2 Improvises, experiments, selects, combines and orders sound using musical concepts</p> <p>MUS3.3 Notates and discusses own work and the work of others</p> <p>MUS3.4 Identifies the use of musical concepts and symbols in a range of musical styles</p>	<p><u>Visual Arts</u> Students will investigate colour theory, manipulate three-dimensional objects to create artworks and develop drawing and painting techniques. Students will analyse various traditional and modern Australian artists.</p> <p><u>Drama</u> Students will explore the nature of drama through role play, improvisation and mime. Students will adopt a variety of roles which are brought alive by the use of voice, gesture, facial expression, body position, pace and sound effects.</p> <p><u>Dance</u> Students explore and define movements for one style of Asian dance. Students compose and demonstrate the cultural aspects of an Asian style of dance Students demonstrate the elements of dance through a performance of their chosen country researched in the Geography unit</p> <p><u>Music</u> Students identify the tone colour and musical elements including Pitch and Duration from a variety of Aboriginal and Asian music. Students compare Aboriginal and Asian styles of music Students explore and play a variety of percussion instruments Students name and identify the note value of minims, crotchets and quavers. Students construct and perform a short 16 beat piece of music using percussion instruments to</p>

		demonstrate their understanding of elements of music and note value.
--	--	--