



Fernbrooke  
STATE SCHOOL  
*Exceeding Expectations*



# Year 6 Term 3 Overview

Welcome back to Term 3! Please see below for information regarding what is happening in Year 6 this term.

## English: Using language to persuade

### Focus:

This term, students will engage with a range of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own work.

Students will:

- interact with others, and listen to and create spoken and/or multimodal texts including literary texts
- for particular purposes and audiences, share, develop, explain and elaborate on ideas from topics or texts
- use and vary text structures to organise, develop and link ideas
- use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice

- read, view and comprehend different texts created to inform, influence and/or engage audiences
- identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts
- identify how texts have similar and different text structures to reflect purpose
- explain how language features, including literary devices, and visual features influence audiences

### Assessments:

- **English Assessment Task:** Completed Term 3 Week 8
- **Reading and Comprehension Checkpoint Tasks:** Completed Term 3 Week 10

## Term 3

### Key Dates:

- **Assembly:** Friday 12.30pm
- **NAIDOC Assembly:** 8th August
- **Book Week Parade:** 14th August
- **School Photos:** 18th–20th August
- **Life Education:** 26th August–3rd September
- **Parent-Teacher Interviews:** 1st September
- **Student Free Day:** 5th September
- **Celebration of Learning:** 19th September

## Mathematics

### Focus:

In Term 3, students will focus on applying a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Students will:

- use integers to represent points on a number line and in the Cartesian plane
- use all 4 operations with decimals and connect decimal representations of measurements to the metric system
- solve problems involving finding a fraction, decimal or percentage of a quantity and use estimation to find approximate solutions to problems involving rational numbers and percentages
- convert between common units of length, mass and capacity
- use the formula for the area of a rectangle and angle properties to solve problems
- locate an ordered pair in any one of the 4 quadrants on the Cartesian plane

### Assessments:

- **Measurement Assessment Tasks:** Completed Term 3 Week 4
- **Number Assessment Task:** Completed Term 3 Week 10
- **Space Assessment Task:** Completed Term 3 Week 5

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# Science: Natural Disasters

## Focus:

In Term 3, students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on Earth's surface and how communities are affected by these events.

Students will:

- Explain how natural events cause rapid change to Earth's surface
- Identify historical and cultural contributions
- Collect, organise and interpret data identifying where research could improve the data
- Communicate ideas and findings
- Identify variables to be changed and measured and describe potential safety risks when planning methods
- Follow procedures to develop

investigable questions and design investigations into simple cause-and-effect relationship

- Describe and analyse relationships in data using appropriate representations

## Assessment:

- **Natural Disasters**

### **Assessment Task:**

Completed Term 3 Week 9 and 10



# HASS: Civics and Citizenship

## Focus:

This term, Year 6 students will explore the three levels of government and how citizenship rights have changed for different groups.

Students will:

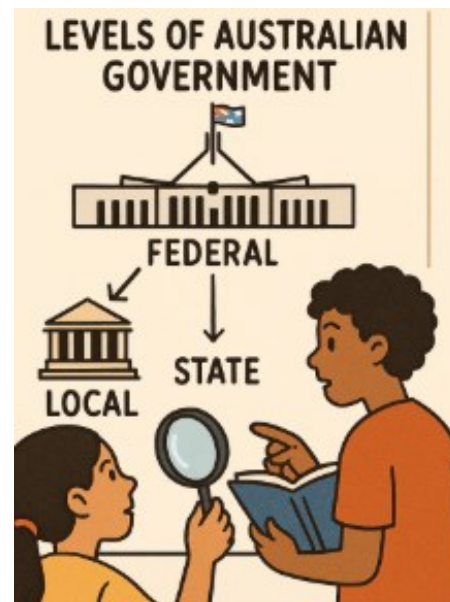
- Identify and describe continuities and changes for different groups in the past and present
- Compare the experiences of different people in the past
- Explain the importance of people, institutions and processes to Australia's democracy and legal system
- Describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens
- Explain different views on

how to respond to an issue or challenge

- Examine sources to determine their origin and purpose and to identify different perspectives in the past and present
- Collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over the other
- Present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials

## Assessment:

- **HASS: Civics & Citizenship Assessment Task**  
Completed Term 3 Week 9



# Digital Technology

## Focus:

In Term 3, students will investigate digital systems and how they are interconnected. They will design and code a game with user-interface and develop their understanding of binary and the role it places in running computers.

## Assessment:

- **Technology Assessment Task:**  
Completed Term 3 Week 10



# Health & P.E

## Focus:

In Health, students will explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.

In P.E, students will perform specialised tennis skills. They will combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They will demonstrate fair play and skills to work collaboratively during tennis activities and games.

## Assessment:

- **Health Assessment Task:**  
Completed Term 3 Week 10
- **P.E Assessment Task:**  
Completed Term 3 Week 10

# The Arts: Music & Drama

## Focus:

This Semester, students will be exploring Drama and Music in their Arts lessons. In Drama, students will make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, mask, movement, media, props and alternative performance spaces.

In Music, students will make and respond to variety of music styles.

## Assessment:

- **Music Assessment Task**  
Completed Term 4 Week 5
- **Drama Assessment Task**  
Completed Term 3 Week 10



# LOTE

## Focus:

This Semester, students will explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Japan and Australia.

Students will create a connected text of a few sentences. They will identify values associated with Japanese society. .

## Assessment:

- **LOTE Assessment Task:**  
Completed Term 3 Week 6





## Homework

The aim of homework in Year 6 is to create a weekly routine and consolidate concepts in preparation for high school. Students are encouraged to complete home tasks on a weekly basis.

Your child's homework includes:

- Reading (completed using online platform WUSHKA)
- Literacy activities
- Numeracy activities



Homework needs to be completed neatly and to the best of their ability. Please see your teacher for further details.

Students should be encouraged to work on tasks on their own and develop work study habits ready for high school. If there are sections that are too difficult, please leave it and we will go over it in class. Homework should not be a burden on families or cause issues between the student and parent. If you have any questions regarding homework, please email classroom teacher, write a note in student homework book or make an appointment to discuss.

## Important Information

- Gala sport is happening this term in Weeks 5-7.
- Please remember: NO HAT NO PLAY! Please ensure that students have their hats at school everyday for sun safety.
- In the hot summer conditions, water bottles are not only welcome but encouraged in our classrooms. Remember to bring you bottle every day; hydration is key!
- We love healthy eating at Fernbrooke and encourage students to bring a healthy lunch each day. Students may also bring fruit or vegetables for morning Fruit Break so we can be healthy like Perry!
- Dates for assessment have been included in this newsletter. If you are planning on a holiday during term time, please be mindful of this schedule. We ask that you notify the office and class teacher of these absences in advance.

### Teacher Contact Details

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