

Term 1, 2022



LOGANHOLME STATE SCHOOL

# Year 6 NEWSLETTER

Welcome to Year 6 for 2022. We hope you have had a safe and enjoyable break and are ready for another big year, full of exciting events. We look forward to working with both you and your children through a productive and successful year. Ahead is an overview of what you can expect for the coming term.

## **Curriculum News**

---

### **LITERACY**

In term 1, students will listen to and read short stories by different authors. They will investigate the ways authors use text structure, language features and strategies to create humorous effects. Students will complete a comprehension task about a particular short story and other short stories they have read.

When writing, students will write a short story about a character that faces a conflict. Students will also reflect on the writing process when making and explaining editorial choices.

### **NUMERACY**

In Term 1, students will explore the properties of prime, composite, and square numbers. They will examine problems involving all four operations with whole numbers. Students will be introduced to the order of operations. They will use estimation and find unknown quantities.

Students will solve problems involving the addition and subtraction of related fractions. They will investigate equivalent fractions, locate fractions on a number line and describe rules used in sequences involving whole numbers and fractions. Students will solve addition and subtraction problems with related fractions. Students will calculate a simple fraction of a quantity and describe probabilities using fractions. They will make connections between capacity and volume, and calculate unknown angles.

### **SCIENCE**

In Term 1, students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.

### **HASS**

In Term 1, Students will explore the following inquiry questions: What does it mean to be an Australian citizen? How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia? Students will recognise the responsibilities of citizens in Australia's democracy and consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have global citizens. They will identify different points of view and examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children. Students will investigate stories of groups of people who have migrated to Australia since Federation and evaluate the contribution of individuals and groups to the development of Australian society since Federation. They will sequence information about events and represent time by creating timelines and present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.

### **MEDIA ARTS**

In term 1, students explore music video styling, concepts and production processes from ideation to creation. They will explore representations and characterisations of people in music videos and how point of view is controlled by creators of music videos through story principles and genre conventions and experiment with production of music video concepts based on community and student audience, considering how point of view can be controlled by production and use of media technologies. Students will present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions and use of media technologies. They will compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of character, time and place in media artworks from Australia, including media artworks of Aboriginal peoples and Torres Strait Islander peoples.

### **HEALTH**

In the Health unit, students will explore drink products that contribute to health and wellbeing. They will focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students will examine available alternatives to various drink options. They will describe their own and others' contribution to health and wellbeing. Students will access and interpret health information and apply decision-making skills to enhance their own and others' health and wellbeing.

## **DIGITAL TECHNOLOGY**

This semester in Digital Technologies student will be creating algorithms of code using the Sphero Edu App (Blockly coding) to navigate a Sphero robot through a student created obstacle course, simulating a real-world autonomous vehicle performing a rescue mission during a disaster event. In order to complete this task, students will design, modify, and follow simple algorithms involving branching, iteration (repetition) and user input. In term 2 they will also commence their entries for the Premier's Coding Challenge, focusing on Digital Futures. Students will be planning, creating, and communicating ideas and information, designing a digital solution with an interface suitable for other students to navigate and interact with.

## **MUSIC**

In the unit, 'Around the World with Music' students make and respond to music exploring the music-making of other cultures. Students will explore dynamics and expression, using aural skills to identify and perform pitch patterns of music from different cultures. They will develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music. Students will rehearse and perform music from different cultures, including music they have composed. They will explain how the elements of music communicate meaning by comparing music from different cultures.

## **HOMEWORK IN 2022**

At Loganholme State School, we believe that all students can be successful lifelong learners. Our classroom teachers deliver evidence-based learning programs to support student success. Research shows that daily homework supports the development of essential skills and provides opportunities for students to consolidate their classroom learning whilst developing healthy habits. The setting of homework considers the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits where appropriate.

Year	Type of Homework	Daily Homework Times Recommended
Prep- Year 2	Reading, Sight Words	15 minutes
Year 3 – Year 6	Reading, Number Facts	20 min

### **Student responsibilities:**

-  discussing with their parents or caregivers homework expectations
-  accepting responsibility for the completion of homework tasks within set time frames
-  following up on comments made by teachers
-  seeking assistance when difficulties arise
-  organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities

### **Parent responsibilities:**

-  encourage children to take responsibility for their learning
-  encourage children to organise their time
-  help them to balance the amount of time spent completing home learning tasks, watching television, playing computer games, playing sport and engaging in other recreational activities
-  give assistance where required to complete tasks
-  communicate with their child's teacher to discuss any concerns about the nature of home learning tasks or their child's approach to the learning

### **Practical Hints for Parents**

-  Make homework a pleasant experience by providing an attractive and quiet work area where there is a desk and adequate lighting.
-  Try to establish a predictable routine. Expect that homework should be done at the same time each day.
-  Encourage children to work reasonably quickly and efficiently. Do not let children work beyond the maximum time limits.
-  When helping, keep your explanations simple and practical. If possible, express approval and satisfaction.
-  If a task cannot be satisfactorily completed in the set time, stop your child working, sign the homework book and contact your child's teacher.

## **PBL (Positive Behaviour for Learning)**

-  This year Loganholme State School will continue to utilise PBL across the school in line with our Student Code of Conduct.
-  **What is PBL?**
-  PBL stands for Positive Behaviour for Learning. PBL is a whole-school framework for behaviour support adopted by many Queensland schools. PBL promotes positive behaviour and helps schools to develop safe and supportive learning environments.
-  **Is it compulsory for schools to use the PBL framework?**
-  Use of the PBL framework is optional although all schools must develop a Student Code of Conduct and adhere to Department of Education procedures for behaviour.
-  **What are the benefits of using the PBL framework?**
-  PBL helps schools to be consistent in the way they support and respond to behaviour.

- PBL enables schools to develop clear expectations and boundaries for behaviour and ensures that behaviour support is differentiated according to need.
- Why is PBL recommended to schools?**
- PBL has a strong research base and has been shown to improve student outcomes, increase staff and student wellbeing, and reduce behavioural incidents. PBL helps schools to select evidence-based practices which have been shown to improve student behaviour and establish safe and supportive learning environments.
- What does PBL look like at Loganholme?**
- We will continue to have a whole-school weekly focus designed to improve student engagement and learning. Each weekly focus is specifically chosen to meet the school's needs to ensure students understand the expectations of them at school through a weekly lesson.
- Our weekly student awards are now be called 'PBL champion of the week', class teachers will select the student who best demonstrated the PBL focus for the week and will select that student. Once per term, classes will select their own focus that they feel the class needs to improve on.
- In weeks 3,6,9 one student per class will be invited to the Picnic with the Principals. The classroom teacher will choose the student who has consistently demonstrated the chosen Loganholme PRIDE value for that picnic e.g. Partnerships.

Key Days	
Assembly	Monday 2:00pm
Homework due	Thursday
Homework distributed	Friday

## Important Dates

March 7 <sup>th</sup> -11 <sup>th</sup>	Camp
March 16 <sup>th</sup>	Subway Day
March 17 <sup>th</sup>	Cross country
March 23 <sup>rd</sup>	Photo Day
March 23 <sup>rd</sup>	Three Way Conferences
March 30 <sup>st</sup>	District Cross Country
March 31 <sup>st</sup>	Believe and Achieve day

## Extra Information

The 2022 Year 6 Leadership Camp will be held at Tallebudgera Outdoor and Environmental Education Centre in Term 1 this year. This camp is a fantastic and exciting camp to attend and we strongly recommend all students attend if possible. More information about this camp will be distributed in due course.

School Diaries were a part of the stationary order this year as an important part of Grade 6. When students go to high school next year diaries will be used every day to help with timetabling, assessment organising and to keep track of daily events. To help with the transition, students keep track of homework, their weekly timetable, leadership program and more. Diaries can also be used as a communication between student, teacher and parent so please check for any messages.



Aaron Loiselle  
[alois1@eq.edu.au](mailto:alois1@eq.edu.au)  
 6L Classroom Teacher

Breeana Newans  
[bhopp21@eq.edu.au](mailto:bhopp21@eq.edu.au)  
 6N Classroom Teacher

Brittany Hurkmans  
[bhurk0@eq.edu.au](mailto:bhurk0@eq.edu.au)  
 6H Classroom Teacher

Renee Child  
[rlkor0@eq.edu.au](mailto:rlkor0@eq.edu.au)  
 Deputy Principal

**“Believe and Achieve”**