



*Welcome to Term four of year 6. Please read through the information below to find out what your child will be learning this term.*

### ENGLISH

Students will explore *The Wild Robot*, examining how characters, events, language and literary devices develop important themes and influence readers. They will strengthen their comprehension of imaginative texts by analysing ideas, relationships and ethical dilemmas. Students will also plan, draft, edit and publish their own imaginative narratives, using carefully chosen vocabulary, complex sentences and engaging literary techniques to create meaning for an audience.

### MATHEMATICS

Students will strengthen their understanding of fractions, decimals and percentages as they solve a range of mathematical problems, including those involving discounts. They will explore number patterns, develop rules and use algorithms to determine unknown values. Students will also investigate probability by comparing the likelihood of events and conducting repeated experiments and simulations to explore chance, analyse results and make informed predictions.

### SCIENCE

Students will explore electricity through a connected STEM project, applying their scientific understanding to design and test electrical systems for model homes. They will investigate electrical circuits, conduct scientific investigations and identify patterns in their results. Students will use evidence to explain their findings and develop an understanding of how scientific knowledge can help engineers create safe, functional and sustainable homes and communities.

### HASS

Students will explore the geographical diversity of the Asia region and locate major countries in relation to Australia. They will investigate economic, social and demographic differences across the world, cultural diversity and Indigenous peoples. Students will examine Australia's connections with other nations and use maps, data and information to identify patterns, compare places and draw informed conclusions about Australia's place within a diverse and interconnected world.

### THE ARTS – Dance

Students will explore how dance can communicate ideas, perspectives and meaning across different cultures, times and places. They will develop technical and expressive skills through a range of dance styles, including Hip Hop, Jive, Tango and Contemporary dance. Students will explore Auslan appreciation and manipulate elements such as space, relationships, dynamics and time as they choreograph, practise and perform dances using safe and expressive movement.



# CURRICULUM NEWSLETTER

## SPECIALIST SUBJECTS

### HEALTH AND PHYSICAL EDUCATION— Mrs Bönker

Students will investigate how health information can influence their everyday choices, safety and wellbeing. They will explore more complex movement concepts to develop fitness and design active daily routines. Students will also consider how being physically active can support friendships and contribute to a healthy community. Through practical activities, they will develop teamwork skills while demonstrating respect, empathy and inclusion in a range of real-world situations.

### TECHNOLOGY—Mr Moodley

Students will continue their connected STEM project by building, testing and refining a model home with working electrical features. They will apply their learning from Science and use the Engineering Design Process to improve their designs. Students will evaluate how effectively their solutions meet user needs and explain how testing, evidence and feedback have informed their design decisions and improvements.

### MUSIC—Ms Ingram

Students will continue to explore music from films, television and video games, investigating how music can create excitement, suspense and mood while bringing characters and stories to life. They will listen to and perform music inspired by the screen before creating and performing their own action song. Students will use musical elements and performance skills to capture energy, communicate ideas and enhance the storytelling qualities of their music.

### JAPANESE—Sansai Kiji

Students will continue to develop their understanding of Japanese by using high-frequency words and vocabulary while exploring the structural elements of Japanese texts. They will strengthen their speaking and listening skills through oral communication activities. Students will prepare and deliver oral presentations, responding appropriately to simple questions about a pet while developing their confidence in communicating in Japanese.

| Specialist Lessons | 6D                | 6M                | 5/6C              |
|--------------------|-------------------|-------------------|-------------------|
| Music              | Tuesday           | Tuesday           | Thursday          |
| Technology         | Thursday          | Thursday          | Friday            |
| HPE                | Monday            | Thursday          | Monday            |
| Japanese           | Tuesday<br>Friday | Tuesday<br>Friday | Tuesday<br>Friday |



## What's new in PCL?

Throughout Term 4, we will continue to build and strengthen students' understanding of our Positive Culture for Learning expectations:

**We are Kind. We are Accountable. We are Learners.**

Positive Culture for Learning is an important part of our whole-school curriculum. Students are explicitly taught the social, emotional and behavioural skills they need to participate successfully in classroom learning, build positive relationships and make safe, responsible choices.

Each fortnight, classes will explore a specific PCL focus through discussion, modelling, practical examples, role-play and reflection. Students will learn what our expectations look like, sound like and feel like across different areas of the school, including classrooms, playgrounds, specialist lessons, transitions and school events.

During Term 4, students will continue developing skills such as:

- following established routines and instructions
- arriving organised and ready to learn
- remaining focused and completing tasks/not?
- using kind and respectful words
- managing emotions and responding calmly
- solving problems and making responsible choices
- demonstrating resilience when learning feels challenging
- reflecting on their behaviour and taking responsibility for their actions.

Consistent expectations and routines help students feel safe, connected and confident. They also reduce distractions and allow more time for meaningful teaching and learning. By regularly revisiting and practising these skills, students develop greater independence and become better equipped to manage themselves successfully.

Families can support our PCL learning by discussing the fortnightly focus at home and recognising when children demonstrate kindness, accountability and a positive attitude towards learning.

Together, we can continue building a positive school culture where every student feels supported to Believe and Achieve.

## The Resilience Project

Throughout Term 4, students will continue participating in The Resilience Project, building on the knowledge, strategies and skills developed during the first three terms.

A key focus will be strengthening students' emotional literacy—the ability to recognise, understand and communicate emotions. Students will explore how emotions can influence their thoughts, choices and behaviour while developing practical strategies to manage challenges, seek support and respond positively to others.

Students will continue learning about the key principles of:

- Gratitude—recognising and appreciating the positive things in our lives
- Empathy—understanding the feelings and experiences of others and responding with kindness
- Mindfulness—being calm, focused and present in the moment
- Emotional literacy—identifying, expressing and managing emotions appropriately.

These lessons connect with the Health curriculum by supporting students to develop personal and social skills, strengthen their wellbeing, build positive relationships and make safe, healthy choices. Through classroom discussions, practical activities and reflection, students will learn strategies they can use at school, at home and in the wider community.

Developing resilience and emotional literacy takes ongoing practice. Families play an important role in helping children apply these skills beyond the classroom.

Be sure to check our school newsletters and Facebook page throughout the term for simple at-home activities and conversation starters that build on the lessons being taught at school.

By working together, we can help our students develop the confidence, resilience and emotional skills they need to navigate challenges and thrive.

Term Four 2026



LOGANHOLME STATE SCHOOL  
Be Kind, Be Accountable, Be A Learner

# CURRICULUM NEWSLETTER

| Key Dates for Term Four                                                                                        |                              |
|----------------------------------------------------------------------------------------------------------------|------------------------------|
| Date                                                                                                           | Event                        |
| Wednesday 28 October                                                                                           | Years 5 & 6 Netball Gala Day |
| Friday 30 October                                                                                              | World Teacher's Day          |
|                                                                                                                | Day for Daniel               |
| Monday 02 November                                                                                             | P & C Meeting (6pm)          |
| Friday 13 November                                                                                             | P & C Free Dress Day         |
| Wednesday 25 November                                                                                          | Kops in Kilts                |
| Friday 27 November                                                                                             | GEM Day                      |
| Monday 30 November                                                                                             | Year 6 Graduation            |
| Wednesday 02 December                                                                                          | Subway Day                   |
| Thursday 03 December                                                                                           | WAHS Cup Years 5 & 6         |
| Friday 04 December                                                                                             | Christmas Concert            |
| Monday 07 December                                                                                             | Police Talks                 |
|                                                                                                                | Dance Concert                |
| Tuesday 08 December                                                                                            | Awards Assembly (9am)        |
| Wednesday 09 December                                                                                          | Shuffle up (2pm)             |
| Friday 11 December                                                                                             | Last Day Term 4!             |
| <b>Breakfast Club</b> will take place at 8am every Monday, Tuesday and Friday.                                 |                              |
| <b>Celebration of Learning</b> (Assembly) will take place every second Monday at 1:45pm (Weeks 3, 5, 7 and 9). |                              |

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We look forward to partnering with you for a successful and engaging term for your child/children. Please do not hesitate to contact us if you have any questions.