



Cecil Hills Public School

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Year 6 2021 Parent Information

Dear Parents / Caregivers,

Welcome to Year 6. Whether you are returning to school after the holidays or you are new to our school, we want to make sure that you have all the relevant information you need to know in order for your child to have a smooth start to the academic year.

Our Year 6 Team this year is:

6C – Mr Matt Caffrey
6A- Miss Ashley Papadopoulos & Miss Stabile
6P- Mrs Lisa Porteous
6R- Mrs Lisa Robertson

We recognise the importance of parents and teachers working together to provide the best education for your child. If you have any questions, concerns or are willing to help out in any way, please feel free to make an appointment with your child's teacher at the office, via See-Saw or contact the school via email at cecilhills-p.school@det.nsw.edu.au

Whilst the start of the new school year is always busy, we hope you and your child are looking forward to the beginning of what we're sure will be a very exciting year ahead.

Ashley Papadopoulos
Year 6 Supervisor on behalf of the Year 6 teachers

Student Supplies 2021

Students will need to have a **small** pencil case to keep on their desk each day.

In their pencil case they should have:

- 2 HB wooden lead pencils
- 4 pens (2 blue/ 2 red)
- 1 glue stick
- 2 highlighters
- 1 eraser
- 1 pair of small scissors
- 1 sharpener (enclosed case)
- 1 black sharpie
- 2 whiteboard markers
- 30 cm ruler (not metal or bendy) that will be kept on their desk

Please ensure only these necessary items are included in your child's pencil case. Other resources, such as crayons, can be kept in your child's bag.

Please remember to restock your child's equipment as needed.

Other necessary supplies

Paint shirt (essential)

A4 Homework book (no folders or spirals. Hard cover recommended)

Book (for quiet individual reading)

Geometry set

Please label these items

Items for sharing

1 pack of whiteboard markers

Tissues

Paper towels

Spray n wipe

Important Information

Hub Learning

All Year 6 classes will be based on the bottom level of the brand-new Building I. Each class will have their own learning studio but will also have the opportunity to work throughout the open learning spaces within the hub. The classroom designs support the shift to student-centered learning, better preparing learners for future workforces. **Benefits of our space include:**

- It is mobile, flexible, varied and connected
- It provides students with choice in where and how they learn
- It can be adapted to accommodate learning modes and technology
- It provides optimum learning conditions such as temperature, light and acoustics
- It supports opportunities for students to learn independently and in small and large groups
- It supports collaborative learning and teaching for students and teachers.

Expected classroom behaviour

The children in each class are expected to follow the rules that have been established in Year 6. If children continually break the rules they will be sent to another Year 6 class for time out. If their misbehaviour continues, parents will be notified. The school discipline policy is available on request.

Bring your own device

Students in Year 6 have the option of bringing in an electronic device such as an iPod or tablet to assist them with their learning. This is optional and students who do not bring them in will still have the opportunity to use mobile devices provided by the school. Students will need to fill in a permission form before bringing devices to class. These will be handed out early in Term 1.

Homework

Homework will be given out weekly by the classroom teacher. Each class will receive their own homework information sheet which will be given out by the teacher when homework begins. Students should spend roughly **25-35 minutes a night** on homework activities. All students are expected to complete their homework each week. If, at times, there are any problems with completing the homework please write a note explaining why the homework was not complete. Please note that all students are required to read for at least **15 minutes a night** as part of their set homework. The reading log needs to be filled out each night and signed. Students are also required to complete any unfinished class work at home and return it the following day.

See-Saw

All Year 6 teachers will be using See-Saw to communicate important information to parents on a regular basis. Once your teacher sends home the link for your child, please register as soon as possible.

Sport

Children will be participating in organised sports activities on a weekly basis. Our sport day will be Friday and activities will take place in the morning during summer and the afternoon during winter. A school sports uniform including a hat and suitable shoes must be worn on this day. **No ankle socks are to be worn on any day please.** Students involved in PSSA teams will receive any important information from their team coach.

Uniform

The school has a strict uniform policy and all students are expected to wear full uniform every day. Uniform also includes **plain black leather shoes**, except on Friday. If your child is out of uniform for any reason, please ensure that they supply a note to the teacher at the beginning of the day.

Hats

It is essential that children wear hats while playing outside at school to protect themselves from the adverse effects of the sun's rays. These hats can be purchased from the uniform shop or office. Students who do not wear a hat **will** be restricted to sheltered areas and **may not** be able to participate in outside learning experiences.

Fees and Text Books

A separate note outlining Stage 3 fees will be sent home in the coming weeks. The note will include all costs for Term 1 to make it easier for parents. Stage 3 teachers use a text book and online programs to assist in the teaching and learning of students. The school is also employing specialised Physical Education teachers to work with students on a fortnightly basis. During this time students will be provided with physical lessons as well as lessons about their personal development. If you have trouble paying your child's fees, you are welcome to contact the office and organise a payment arrangement.

Communication

If you have any queries about your child's learning or need to speak to their classroom teacher for any reason then do not hesitate to get in touch via the school phone number. We will always endeavor to call back as soon as possible if a message is left when we have finished our lessons. If you would like to have a meeting with your child's teacher, please ensure you contact the office to arrange an appointment or use See-Saw to coordinate a time.

Independence

Developing independence is an important part of being in Year 6. We are very aware that part of our role is to prepare our students for their move to high school and with this in mind, we foster responsibility and independence. Students are encouraged to be responsible and accountable for their own learning, expectations are high and they are encouraged to work independently.

School Attendance and Absences

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children. On occasion, your child may need to be absent from school. You are required to explain the absence of your child promptly and within seven days to the school. You can do this by sending in a note, communicating the absence through Seesaw or filling out an absence form via the school website. It is also vital that your child arrives to school on time.

Arriving to class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

School Website

Cecil Hills Public School has a website which contains information about the school, copies of notes, newsletters and absence forms. The address is <http://cecilhillspublicschool.com/>

Year 6 Curriculum

The following is an outline of what students will be learning for each KLA in 2021.

<u>English</u>	
<u>Speaking & Listening</u>	<p><u>Students will learn to:</u></p> <ul style="list-style-type: none"> • communicate effectively, using considered language to entertain, inform and persuade audiences for an increasing range of purposes. • work productively and independently in pairs or groups to deliver effective presentations using various skills and strategies. • collaborate with others to share and evaluate ideas and opinions and to develop different points of view. • express well-developed and well-organised ideas about literary texts and respond constructively to different opinions. • demonstrate active listening behaviours in order to gather specific information and ideas, recognising and exploring how spoken and written language differ and how spoken language varies according to context. • evaluate characteristic language features and organisational patterns of challenging spoken texts.
<u>Writing & Representing</u>	<p><u>Students will learn to:</u></p> <ul style="list-style-type: none"> • create well-structured and well-presented written and multimodal imaginative, informative and persuasive texts for a wide range of purposes and audiences. • deal with complex topics, issues and language features. • expand vocabulary • learn about grammatical patterns, complex sentence structures, cohesive links and literary devices. • write well-structured sentences and paragraphs on particular aspects of the topic, clarifying and explaining how choices of language and literary features were designed to influence the meaning communicated in their texts. • spell most common words accurately and use a variety of strategies to spell less common words. • develop a fluent writing style and employ digital technology to present written texts effectively in a variety of ways for different purposes and audiences • evaluate the effectiveness of their writing by drafting, proofreading, editing, reviewing and publishing, focusing on grammatical features and the conventions of writing.
<u>Reading & Viewing</u>	<p><u>Students will learn to:</u></p> <ul style="list-style-type: none"> • independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies. • respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge, values and experiences. • identify, critically analyse and respond to techniques, literary devices and language features used by writers to influence readers. • compare and accurately summarise information on a particular topic from different texts and make well-supported generalisations about the topic. • identify text structure of a range of complex texts and explore how grammatical features work to influence an audience's understanding of written, visual, media and multimodal texts.

<u>Mathematics</u>	<u>Number & Algebra</u>	<u>Measurement and Geometry</u>	<u>Statistics and Probability</u>
	Whole Number Addition & Subtraction Multiplication & Division Fractions & Decimals Patterns & Algebra	Length Area Mass Time Position 3D Shapes 2D Shapes Angles	Data Chance
<u>Working Mathematically:</u>			

	Thinking, reasoning and working mathematically is an essential element of learning for, learning about and learning through mathematics. It involves more than acquiring a body of knowledge. Thinking, reasoning and working mathematically involves students in identifying and posing problems, and selecting and applying appropriate strategies to find solutions. It also involves conjecturing and proving, applying and verifying, generalising, using mathematical models, communicating ideas and solutions, and reflecting on learning. Students will engage in working mathematically across all 3 strands.
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Science	
Topics	Digital Technologies Material World Physical World Living World Earth and Space
	<p>Students will learn to:</p> <ul style="list-style-type: none"> • plan and conduct scientific investigations to answer testable questions, and collect and summarise data to communicate conclusions. • plan and use materials, tools and equipment to develop solutions for a need or opportunity. • define problems, and designs, modify and follow algorithms to develop solutions.

History & Geography	
Diverse and Connected World (Geography)	<p>Students will learn to:</p> <ul style="list-style-type: none"> • describe the diverse characteristics of places in different locations across local and global scales. • explain interactions between people, places and environments and identify factors influencing interconnections. • compare spatial distributions and patterns among phenomena. • explore how people respond to a geographical challenge and investigate reasons for differing perspectives. • develop geographical questions to frame an inquiry. • use a variety of strategies to locate, collect and record relevant data and information to answer inquiry questions. • represent data in different forms. • interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose solutions, and may take action in response to a geographical challenge and describe the expected effects of their proposal.
Australia as a Nation (History)	<p>Students will learn to:</p> <ul style="list-style-type: none"> • describe and explain the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation. • describe and explain different experiences of people living in the Australian colonies and then in Australia as a nation. • identify change and continuity and describe the causes and effects of change in Australian society. • explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedoms including Aboriginal and Torres Strait Islander peoples. • engage with global connections through stories of various migrant groups and their contribution to Australia's economic and social development. • sequence events and people in chronological order, and represent time by creating timelines. • develop questions to frame an historical inquiry.

PDHPE	
<u>Health, Wellbeing & Relationships</u>	<p><u>Students will learn to:</u></p> <ul style="list-style-type: none"> investigate developmental changes and transitions examine the influence of people and places on identity and practise skills to establish and manage relationships identify controllable and uncontrollable factors and recognise the influence of contextual factors on health, safety, wellbeing and participation in physical activity
<u>Movement, Skill & Performance</u>	<p><u>Students will learn to:</u></p> <ul style="list-style-type: none"> participate in a wide variety of moderate to vigorous physical activities to apply, refine and adapt movement skills with increased confidence and consistency. perform specialised movement skills and sequences in a variety of contexts. Students select, manipulate and modify movement concepts and strategies to achieve movement outcomes and solve movement challenges. demonstrate fair play and skills to work collaboratively. apply and adapt strategies and tactics when participating in individual and team activities.
<u>Healthy, Safe & Active Lifestyles</u>	<p><u>Students will learn to:</u></p> <ul style="list-style-type: none"> plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives. examine the connections they have to their community and implement actions to increase physical activity levels. access and interpret health information and apply skills to seek help to enhance their own and others' health, safety and wellbeing.

CAPA	
<u>Visual Arts</u>	<p><u>Students will learn to:</u></p> <ul style="list-style-type: none"> make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world. discuss artworks in terms of how subject matter is used and represented, artists' intention and audience interpretation and make reasoned judgements about these artworks.
<u>Music</u>	<p><u>Students will learn to:</u></p> <ul style="list-style-type: none"> sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts. organise musical ideas into compositions, using notation systems to record these ideas. listen to a range of familiar and unfamiliar music with a sense of understanding, appreciation and discrimination.
<u>Drama</u>	<p><u>Students will learn to:</u></p> <ul style="list-style-type: none"> use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts. devise and perform a range of drama forms for audiences. interpret a range of drama experiences by making, performing and appreciating drama
<u>Dance</u>	<p><u>Students will learn to:</u></p> <ul style="list-style-type: none"> perform dances from a range of contexts demonstrating movement and expressive qualities appropriate to the dance. explore, refine and organise movement to convey meaning to an audience. recognise and discuss how dance has various artistic and cultural contexts.

