



# Learning Update #2

Year 6 Term 2

Teaching and Learning – here's what's happening in class

Dates & Events – Term 2		Learning – Term 2
<b>Diary – Term 2 – Year 6</b>		<b>Subject Topics – what we are teaching</b>
• 19 <sup>th</sup> April:	• School Cross Country & Fun Run	<ul style="list-style-type: none"> <li>• <b>English: Unit 2:</b> 'Examining Advertising in the Media'</li> <li>• <b>Mathematics:</b> Topics in mathematics can last a couple of days, a week, or a fortnight depending on their complexity. These concepts are then built on in the next unit later in the term, and revisited as students build skills across their schooling.</li> <li>• <b>Science: Unit 2:</b> 'Energy and Electricity'</li> <li>• <b>German (LOTE):</b> 'Global Chase'</li> <li>• <b>HASS Unit 2:</b> 'Australians as Citizens' (new AC unit trial)</li> <li>• <b>HPE (Health):</b> 'Let's All Be Active' (new AC unit trial)</li> <li>• <b>HPE (Physical Activity):</b> 'Athletics Spectacle – Sports Day Preparation' (new AC unit trial)</li> <li>• <b>The ARTS (Music):</b> 'Rhythmic Riot' (new AC unit trial)</li> <li>• <b>Digital and Design Technology:</b> 'Navigating the basics' &amp; students create a brochure using publisher.</li> </ul>
• 20 <sup>th</sup> April	• Parent Teacher Interview bookings close	
• 24 <sup>th</sup> April:	• School ANZAC Assembly	
• 25 <sup>th</sup> April	• ANZAC Day holiday	
• 27 <sup>th</sup> April	• Sandgate SHS Excursion	
• 30 <sup>th</sup> April – 3 <sup>rd</sup> May	• Parent Teacher Interviews (book online – link on the school website, bottom RHS)	
• 2 <sup>nd</sup> May	• Turrbal Trail Assembly	
• 4 <sup>th</sup> May	• Practice games for Interschool sport	
• 23 <sup>rd</sup> May	• Chappy Week assembly	
• 29 <sup>th</sup> May	• ICAS Science assessment (register @ office) • String Soiree (BHSS Hall)	
• 1 <sup>st</sup> June	• Weekly Interschool Sport begins • Under 8s Day (School Leaders assist)	
• 18 <sup>th</sup> June	• Athletics – Senior 800m run	
• 22 <sup>nd</sup> June	• Talent Night Show – BHSS Hall	
• 26 <sup>th</sup> June	• Senior Sports Day	

## Parent Teacher Interviews & Reporting – Term 2

### Parent Teacher Interviews – Week 3 (30<sup>th</sup> April to 3<sup>rd</sup> May)

Bookings opened online during the Easter Break, with details on how to register, login and book a time with your child's teacher provided on a note that came home with each child. Late bookings can be made through contacting Mr. Taylor at [mtayl70@eq.edu.au](mailto:mtayl70@eq.edu.au).

Interviews are 15 minutes long, and cover the general progress your child is making academically and in adjusting to school and classroom routines and expectations. Chat to your child's teacher about the goals your child has in reading.

### Student Progress reports

These reports provide you with information about how your child has achieved when their work in each subject area is assessed against the Australian Curriculum standards. A general comment and behaviour comment is also provided, as well as a summary of attendance.

Reports are emailed to parents on the last Thursday of the term, and an opportunity to talk about how best to help your child happens with Parent Teacher Interviews towards the end of Term 3.

## Keeping in Touch

### Be a part of the life of our school.

#### Term Two 2018

- Our P&C meetings
- Tuckshop roster
- Uniform roster
- Weekly Assemblies

#### Teacher contacts:

6C: [vcorr1@eq.edu.au](mailto:vcorr1@eq.edu.au)  
6H: [phasl@eq.edu.au](mailto:phasl@eq.edu.au)  
6K: [kkenn6@eq.edu.au](mailto:kkenn6@eq.edu.au)

#### Key information sources

- Our School **Newsletter** ([sign up](#) @ the BHSS website)
- Our School **website** [www.baldhillss.eq.edu.au](http://www.baldhillss.eq.edu.au)
- The Q-Schools **App**
- **Twitter** @BHSSPrimary
- Ring to explain absences to our office (3261 1554)
- Email our school's front desk at [admin@baldhillss.eq.edu.au](mailto:admin@baldhillss.eq.edu.au)

## Homework

Homework tasks are set weekly on the EdStudio at the Learning Place.

Homework changes format each term in preparation for the diverse demands of homework at high school.

Homework is usually designed to be additional practice of material already covered in class.

Sometimes the task has been begun in class, and needs completion at home.

If the set work is causing conflict in your house, or you need to check in about an issue, please contact your class teacher to sort things out.



<p><b>ENGLISH – ‘Examining advertising in the media’</b></p> <p>Students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect. Students demonstrate their understanding of advertising texts’ persuasive features through the creation of their own advertisement and an explanation of creative choices.</p>	<p><b>Assessment</b></p> <p>Assessment 1: <b>Writing/Speaking/Creating; Format: Publisher;</b> Students create an advertisement and explain how it persuades the viewer.</p> <p>Assessment 2: <b>Reading/Viewing/Listening; Format: PROBE2 / PAT-R standardised passage;</b> Students identified by teachers from classroom observation to have demonstrated significant learning steps are asked to read a short passage aloud to the teacher and then answer comprehension questions about it.</p>
<p><b>MATHEMATICS</b></p> <p>In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.</p> <p>Through the proficiency strands – <i>Understanding, Fluency, Problem solving and Reasoning</i> students have opportunities to develop understandings of the topics of <i>Number and place value, Fractions and decimals, Chance, Money and financial mathematics, Using units of measurement, and Data representation and interpretation.</i></p>	<p><b>Assessment</b></p> <p><b>Pre- and post- tests</b> every 2 – 3 weeks; <i>Format: Short answer questions;</i> Students complete pre- and post-short answer test on concepts taught.</p>
<p><b>SCIENCE – ‘Energy and Electricity’</b></p> <p>Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely.</p>	<p><b>Assessment</b></p> <p><i>Format: Supervised assessment;</i> Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>
<p><b>HASS (Humanities and Social Sciences) – ‘Australians as Citizens’</b></p> <p>Inquiry questions: <i>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?</i> Students recognise the responsibilities of electors and representatives in Australia’s democracy.</p>	
<p><b>GERMAN – ‘Global Chase’</b></p> <p>Students identify and describe known features on a map of the world. They complete a map of the world and label its main geographic features, and find out the geographical features of Australia, Germany and other places in the world. Students listen to and engage with a range of texts about a number of countries and continue to learn numbers to a million and the letters of the German Alphabet.</p>	
<p><b>HPE</b></p> <p><b>Health – ‘Let’s All Be Active’</b></p> <p>Students investigate how physical activity creates opportunities for different groups to work together. They identify how physical activity contributes to individual and community wellbeing.</p> <p><b>Physical Activity – ‘Athletics Spectacle – Sports Day Preparation’</b></p> <p>Students further develop skills for a range of running and field events, working towards preparing for Sports Day. They practice and make purposeful refinements to skills for athletic field and running events.</p>	
<p><b>THE ARTS (Music) – ‘Rhythmic Riot’</b></p> <p>Students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music. Students continue to engage with the elements of music to sing, play and listen to music. They perform songs with extending range on the recorder.</p>	
<p><b>THE ARTS (Media) &amp; TECHNOLOGY – ‘Navigating the basics’</b></p> <p>Students develop materials in preparation for the ANZAC Ceremony, with an investigation into the Second Light Horse from World War I. They learn basic research skills and file organisation, practise email communication, and create a travel brochure using Microsoft Publisher.</p>	