



English

Students engage with a focus novel written by an Australian author and related informative texts for enjoyment, connecting with contemporary environmental issues. They identify similarities and differences in how ideas are presented and developed in both literary and informative texts. Students analyse the author's style that is used when developing different texts. They examine text structures such as chapters, headings and subheadings, tables of contents, indexes and glossaries and language features such as complex sentences, unfamiliar technical vocabulary, figurative and idiomatic language, and information presented in various types of images and graphics. Students learn how to listen, read, view and interpret imaginative and informative written texts on the same topic.

Mathematics

Students will learn to solve problems involving all four operations with whole numbers. They will learn to write correct number sentences using brackets and order of operations. Students will construct simple prisms and pyramids. They will connect decimal representations to the metric system and choose appropriate units of measurement to perform calculations. Students learn to make connections between capacity and volume.

French

Students learn to introduce themselves and describe characteristics in others they admire. They will learn to describe their family members, hobbies, tastes, nationalities and other personal characteristics of themselves and others.

The Arts

Media Arts

Students explore how media languages and media technologies are used in media art works they experience. They describe how media art work created across cultures, times and places communicate ideas, perspectives and meaning.

Music

Students explore the elements of music within the Australian context. They investigate how culture is displayed in traditional and modern Australian music. Students learn how to describe the influence that music has on Australia today.

Central Idea & Key Concepts

Through the learning in two or more subjects, the students explore the following central ideas and key concepts.

Central Idea: Groups and individuals exercise their rights and responsibilities to care for the growth and survival of living things.

Key Concepts: causation, responsibility

For some subjects the learning focus continues from Term 1 into Term 2, with the new learning focus starting in Term 2 Week 3.

Science

Students investigate how changes in the physical conditions impacted by human activity affect plant growth. They explain how changes to physical conditions are a result of human activities and explore aspect of human activities that impact the environment. Students explore how environmental conditions can affect the growth and survival of living things.

Students will learn to identify variables to be changed, measured and controlled while using equipment to generate and record data with appropriate precision. They will construct representations to organise and process data and information and describe patterns, trends and relationships. Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions.

Humanities & Social Sciences

Students examine how consumers can make informed consumer and financial choices to meet their rights and responsibilities. They consider how their consumer choices impact the physical conditions of habitats that impact the growth and survival of living things.

Students learn how to develop questions, and locate, collect and organise information and data from a range of primary and secondary sources while evaluating evidence to draw conclusions. They learn to select and organise ideas and findings from sources, and use a range of relevant terms and conventions, to present descriptions and explanations.

Technologies

Students learn to understand the use of binary in representing data in digital systems. They explore how people protect their privacy and security online.

Health & Physical Education



Students learn that team collaboration can be improved with the use of fair play skills in team sports and games.

Students refine and modify movements skills of running, jumping and throwing to apply movement concepts across a range of situations.

Brisbane Central State School



Class 6 Red Term 2 2024 Teacher: Miss Everingham

<p>Welcome back to what is sure to be another busy but exciting school term! We have jumped into learning exploring what it means to live in a democracy and how to create multimodal texts to subtly influence our audiences. Outside of the classroom Gala days are scheduled in Term 2 which have been long-awaited for many in 6 Red.</p> <p>Please feel free to contact me via email at any point throughout the term to with any questions or concerns via hkeve0@eq.edu.au.</p>	<p style="text-align: center;"><u>2024 Improvement Agenda</u></p> <p>Investigating world’s best practice in pedagogy, assessment and cultural capability, making it our best practice.</p>
<p style="text-align: center;"><u>Key times in the week for our class</u></p> <p>Homework distributed via email and due: Thursday each week Library borrowing/ returning: Thursday French: Thursday Music: Friday Technologies: Monday Health & Physical Education: Monday Thursday – Active School Travel Day – How can you travel to school while leaving the car at home? Fruit Break: Each day students have a fruit/vegetable snack around 10am. Please send your child with a piece of fresh fruit or vegetables to eat in a separate labelled container. Thursday – Active School Travel Day – How can you travel to school while leaving the car at home?</p>	<p style="text-align: center;"><u>Key dates</u></p> <p>Term 2 – Monday 15 April to Friday 21 June Term 3 starts – Monday 8 July ANZAC Assembly – 24 April Public Holidays – 25 April, 6 May Premier’s Reading Challenge – 7 May to 23 August Gala Sports Days 10, 17 & 24 May</p>
<p style="text-align: center;"><u>Useful information</u></p> <p>Websites we use: http://au.mathletics.com/ Passwords are in students’ maths books. Research demonstrates that daily reading improves understanding of a greater variety of words, verbal conversation skills, writing and reading skills.</p>	<p style="text-align: center;"><u>No hat – Alternative play spaces</u></p> <p>Students who do not have a hat at school are not able to play on the oval or playgrounds during breaks. Students will be directed to undercover/shaded and indoor play spaces. Please help us support your child to be sun safe.</p>
<p style="text-align: center;"><u>Positive Behaviour for Learning (PBL)</u></p>  <p style="text-align: center;">Brisbane Central State School follows the Positive Behaviour for Learning model to teach our students what behaviour is expected at school. Each week classroom teachers teach a focus lesson, explicitly teaching appropriate behaviours. All classes focus on the same lesson, and all staff are on the lookout for this behaviour being displayed. When the positive behaviour is noticed, Owlies are handed out to acknowledge the behaviour. Owlies lead to stamps in a Behaviour Passport and then to a Rewards Menu where the students can choose from a variety of rewards.</p>	<p style="text-align: center;"><u>Culture of feedback</u></p>  <p>Brisbane Central State School follows a student-centred model of feedback for learning. Students are actively involved in learning experiences to understand what a quality piece of work looks like, where their work is in comparison to this and how to take their next step to improve.</p> <p>Students do this through:</p> <ul style="list-style-type: none"> • Using displayed resources in the classroom (Improvement Wall) and targeted feedback from peers and teachers • Engaging in multiple opportunities to produce work and analyse their own and other’s work • Applying feedback to improve
<p style="text-align: center;"><u>Class teacher contact details</u></p> <p>For messages that require attention on the same day please make contact via the school office on 3230 4333. Teachers are not on email consistently throughout the teaching day. For other enquiries or information, please feel free to email the details or to request a meeting. Email: hkeve0@eq.edu.au</p>	<p style="text-align: center;"><u>School contact details</u></p> <p>Address: Rogers Street Spring Hill Qld 4000 Telephone: (07) 3230 4333 Facsimile: (07) 3831 5469 Email: admin@brisbanecentralss.eq.edu.au</p>