

Class Learning Overview 6M Term 1 2024



School Vision

Melrose Park Public School aims to nurture and inspire every student to be a successful learner. Students are at the heart of everything we do. We are committed to providing a positive, safe and engaging environment for children to learn, where all are known, valued and cared for. As a learning community we want to build on individual strengths, develop positive learner qualities, demonstrating respect, responsibility and a commitment to growth and attainment.

Melrose Way

The *Melrose Way* is launching in 2024 to bring our school vision to life. All staff have collaborated on the document, ensuring our ideals and values align with current policies and procedures. It focuses on embedded processes across all school settings that support and foster a school-wide culture of high expectations and a shared sense of responsibility for student growth and success.

Aim:

- 1. Positive Learning Environment:** Cultivate high expectations among students, staff and parent community for a positive learning environment.
- 2. Consistent Approach:** Implement a uniform approach to all aspects of schooling, aiming to strengthen student outcomes.
- 3. Upholding School values:** Supporting students to become respectful, responsible learners, equipped for our ever-changing world.

The document outlines school procedures and expectations that are embedded, so that all students have a safe and nurturing environment where they can connect, succeed, thrive and learn. It includes the following areas:

- Classroom routines
- Student Behaviour- including PBL
- Teaching Strategies
- Student Wellbeing
- Communication

The *Melrose Way* will be communicated with parents during the year through the school's communication channels. The best education happens when parents and schools work together and we value your continued support.

6M Organisation:

Library Day is on Tuesday.

Homework has started this week. Students are to complete the following tasks every week: a set of Mentals (one section to be completed each day for marking the following day), Mathsonline tasks, a quiz on LiteracyPro or a book report/summary, the maintenance of a record of reading in their Wellbeing Journal and spelling activities on Soundwaves online. For students who are unable to go online for spelling and mathematics, alternate tasks will be made available upon request.

Key Learning Area Topic Content from NSW Syllabuses for Term 1 2024

<p>English</p> <p>This year we are using 5-week English units that integrate most of the English outcomes. In the first unit, students learn how authors create engaging narratives through the development of descriptive settings, characters and developing action. They identify common narrative conventions and patterns and recognise when these patterns are subverted. Students make connections to the novel <i>Storm Boy</i> through their own personal and common lived experiences and write a sequel to the narrative.</p> <p>In the second unit, students explore how a significant historical event can be portrayed through different genres. Students engage with various texts that describe the Wave Hill Walk-Off under the leadership of Vincent Lingiari, and consider the context and perspective of each of the authors in creating their text. Students draw on this knowledge to create their own hybrid text about a significant Aboriginal or Torres Strait Islander person.</p> <p>The Soundwaves program will still be used to assist in developing spelling skills.</p>	<p>Mathematics</p> <p>This year mathematics is divided into two week units that develop one big idea.</p> <p>Unit 1: <i>Our number system extends infinitely to very large and very small numbers.</i></p> <p>Unit 2: <i>Addition and subtraction problems can be solved using a variety of strategies.</i></p> <p>Unit 3: <i>What needs to be measured determines the unit of measurement.</i></p> <p>Unit 4: <i>Fractions represent multiple ideas and can be represented in different ways.</i></p> <p>Unit 5: <i>Questions can be asked and answered by interpreting data.</i></p>
<p>Science and Technology</p> <p>Students investigate natural disasters that affect Australia's landscape and surrounding regions. They develop an understanding of how sudden geological changes and extreme weather events on the Earth's surface affect people and places. They investigate ways that advances in science and technology have assisted people to plan for and manage natural disasters to minimise their effect.</p> <p>Students learn how to use a Micro:bit, including sensors, to collect, code and output data (to display the calculation results). Students will collaborate with others to share information on a class website using Google Sites.</p> <p>Concepts and skills addressed in the unit include: observing, questioning, researching and analysing.</p> <p>RFF lessons with Mrs Grover will support the study of this unit.</p>	<p>HSIE</p> <p>This semester students will be learning about the Australian Colonies. Students learn about the lives of people in Australia's colonial past, including how and why a colony developed over time. They research significant events and people who shaped the Australian colonies and the impact of colonial settlement on the environment</p> <p>RFF lessons with Mr Brennen and Mrs Piper will support the study of this unit.</p>
<p>Personal Development, Health and Physical Education</p> <p>Students develop the knowledge, understanding and skills to foster their health, safety and wellbeing. They explore emotions and how these affect their decisions, behaviours and relationships. Students develop an understanding of what a respectful relationship looks like and how it feels both in person and online. They practise positive behaviours to enhance relationships, learn strategies to deal with conflict and/or bullying, and implement actions to maintain and improve the quality of an active lifestyle.</p> <p>Physical Education activities are delivered through daily fitness sessions and weekly sport lessons including PSSA. Students develop and perform fundamental movement skills including the sprint run, the overarm throw, the catch and the two-hand strike and have the opportunity to practise these skills in increasingly complex situations.</p>	<p>Creative Arts</p> <p>Drama and visual arts will be the focus areas this term.</p> <p>In visual arts students consider how artists respond to events of significance in their own time and from other times by investigating the works of Julian Ashton and Sidney Nolan. Students develop skills in a range of techniques, including observational drawings, and colour and tonal mixing.</p> <p>In drama students assist in the writing of a play and perform it as their assembly item. They investigate film techniques and act in simple films focusing on the delivery of lines and facial expressions.</p>