

TERM 2 IN 6A



Welcome back to another busy and exciting term in 6A at Oxenford State School! Please see below for information regarding our school and class. I cannot wait to see what we get up to!

Positive Behaviour for Learning (PBL):

At Oxenford State School we reward positive behaviour with 'Hoots'. Students accumulate these over the term and are able to cash them in class for prizes.

Classroom Environment and Routines:

In 6A, we will follow a consistent weekly routine. Most of our days will consist of English in the mornings, Maths in the middle and we finish our days with HASS, Science, Art or Design Tech. To promote wellbeing and engagement, we have a variety of opportunities for students to get up and move throughout the day.

Homework:

I know our families are busy so homework is given out each Monday and must be handed in on the following Monday, all homework is submitted in their homework book, unless advised otherwise. I endeavour to keep homework simple, therefore, it is often the same routine, weekly. Reading plays a huge role in our homework, and I encourage each student to have a book of interest to read. This can be borrowed from the school library.

Maths

Number and Algebra

Students will be exploring Number properties and sequencing numbers. To support your child, help them complete their maths homework and help them practice their times tables.

Measurement and Geometry

Students will interpret and use timetables to determine a travel schedule. Students will also be learning to convert between 12- and 24 - hour time. To support your child, show them examples of real-world timetables.

In addition, Mathletics and Study Ladder are a paid resource that students can access at school and home. I will assign tasks to students, and it is a fantastic way to consolidate in class learning.

English

Writing

Students will read, view and listen to a variety of informative text in digital and printed media. Students will create a written and multimodal informative text explaining and elaborating on relevant ideas from topics or texts to answer the inquiry question: How does tourism at the Great Barrier Reef affect people and places?

Reading

Students will engage in a variety of complex texts. They will read aloud, read independently and with peers. They will analyse texts and compare the features.

Science

Students will conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings.

Arts

This term, students will use a mixture of traditional and non-traditional art materials, to create an art piece of a creature from the Great Barrier Reef.

HASS

Students will be exploring a variety of tourism data to identify, describe and compare patterns, trends and evaluate evidence to draw conclusions.

Specialist lessons

PE: Monday
Music: Friday
Digi Tech: Friday & Tuesday
Japanese: Thursday
Health: Thursday



We are Safe
We are Respectful
We are Learners