

Term 4, 2026 Term Overview

WELCOME

Welcome back to the start of our final term of 2026! We cannot believe we are already in Term 4, but we are so excited for the action-packed weeks ahead as our Year 6 students celebrate their final milestone term of primary school. It promises to be a memorable finish to the year, packed with special events including our Colour Run, End of Year Concert, High School Transition Days, and our Year 6 Graduation Assembly and Dinner. As the weather warms up, please remember to send your child with a clearly labelled hat and drink bottle every day, and ensure sunscreen is applied before coming to school. We look forward to sharing a fantastic final term with you and your children! Year 6 staff include - Samantha Collins (6C), Luisa Dal Col (Mon, Tues, Fri [odd weeks]) (6D), Eleanor Gibbons (Wed-Fri) (6D), Brooke Penna (Executive Teacher). We also have Jo Comber supporting in the intervention role. Please don't hesitate to contact us via email if you have any questions or would like to discuss your child's learning or wellbeing. Samantha Collins: samantha.collins@ed.act.edu.au; Luisa Dal Col: luisa.dalcol@ed.act.edu.au; Eleanor Gibbons: eleanor.gibbons@ed.act.edu.au.

ENGLISH

This term, students will continue Spelling Mastery as part of our English program, building their ability to spell accurately through understanding rules, recognising patterns, and applying phonetic knowledge. They will also continue to refine their reading skills, developing smooth, accurate, and expressive reading that supports deeper comprehension and engagement with a range of increasingly complex texts.

Our novel studies this term begin with ***Can You See Me?* by Libby Scott and Rebecca Westcott**. This thought-provoking novel follows Tally, a girl with autism, as she navigates friendships, school life, and developing self-understanding in a world that does not always understand her. Through Tally's experiences, students will explore themes of identity, inclusion, empathy, acceptance, friendship, resilience, and celebrating individual differences. Students will continue to develop their sentence-level writing skills by constructing sentences using relative and conditional clauses to add detail and complexity. They will also use connectives to create cohesion across ideas, including addition (e.g. and, also, furthermore), contrast (e.g. however, although, on the other hand), and cause and effect (e.g. because, therefore, as a result). Students will further explore persuasive language techniques, including presumption, subtle warnings, and flattery, and examine how these strategies are used to influence an audience. They will apply these skills to write a persuasive letter advocating for the benefits of therapy dogs in schools, using a clear structure that includes an introduction, supporting arguments, and a conclusion. Students will then present their persuasive letter to the class as a spoken text, developing their speaking skills through varied volume, tone, pace, and intonation to engage an audience and communicate ideas effectively. We will then read ***Nevermoor: The Trials of Morrigan Crow* by Jessica Townsend.** This fantasy novel follows Morrigan Crow, a young girl who is cursed and destined to die on her eleventh birthday. Through her journey, students explore themes of belonging, courage, identity, perseverance, and challenging expectations. Students will further develop sentence-level skills by varying sentence openings to improve interest, flow, and cohesion in their writing. They will learn to use sensory language, which engages the five senses to create vivid imagery, and apply the "show, don't tell" technique, where character emotions and experiences are revealed through actions, dialogue, and description rather than directly stated. Students will revisit and refine their understanding of narrative structure and apply this knowledge to plan and write a fantasy narrative. Their stories will include a character, setting, action, problem, resolution, conclusion, and a moral or underlying message. Throughout the writing process, students will enhance their storytelling through figurative language, including similes, metaphors, and personification, to create vivid and engaging imagery for the reader.

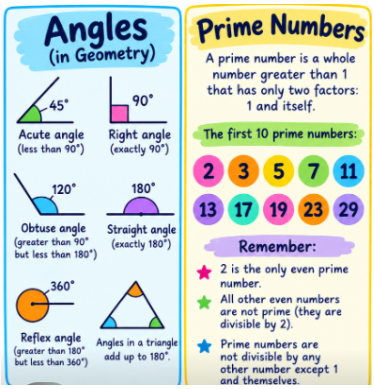
Students will continue to engage in regular retrieval practice through our 'Literacy Review', strengthening their ability to retain and apply knowledge across spelling, reading, and writing.

MATHEMATICS

Geometry: Angles
Students will apply the formula for the area of a rectangle and use angle properties to solve problems. They will explore relationships between angles on a straight line, angles at a point and vertically opposite angles to determine unknown angles.

Prime, Composite and Square numbers
Students will identify and describe the properties of prime, composite and square numbers and use these properties to solve problems and simplify calculations.

Timetables
Students will interpret and use timetables and itineraries to plan activities and calculate the duration of events and journeys. They will apply these skills to real-life contexts, including interpreting high school timetables and bus routes to plan travel and manage time.



UNIT OF WORK

History
This term, Year 6 students will explore how Australia developed into a modern democratic nation throughout the 20th century. They will investigate the establishment of the Commonwealth in 1901, the motivations and experiences of migrants, and the impact of migration on Australian society.

Physical Education
This term in PE, students will build fundamental movement and sport-specific skills through a Softball unit. Through modified games, they will apply tactics, spatial awareness and consolidate learned skills, including kicking, marking, striking, batting, bowling and fielding. This in turn strengthens teamwork, communication, sportsmanship, and resilience.

SEL - Rights, Resilience and Respectful Relationships Program
Students will critically examine healthy, respectful and equitable relationships, focusing on positive and negative uses of power and active respect in peer relationships. They will explore how attitudes, behaviours, gender expectations and power dynamics can influence interactions with others. Students will evaluate how gender inequality and disrespectful behaviours can contribute to harm and examine the influence of peer norms and social expectations on behaviour. They will develop strategies to promote respect, fairness and inclusion, and apply skills to challenge disrespectful attitudes and behaviours in a range of contexts. Through discussion, reflection and real-life scenarios, students will build the confidence to act as upstanders and contribute to creating safe, respectful and inclusive relationships.

SUPPORTING LEARNING AT HOME

Literacy:
- Discuss core themes in home reading to deepen comprehension.
- Practise persuasive speaking by having your child pitch a household idea or activity.
- Review weekly spelling words or play word games like Boggle and Scrabble.

Maths:
- Measure household items (rugs, tables) to calculate area ($length \times width$).
- Use Lego or coins to build arrays and explore prime, composite, and square numbers.
- Read real-world timetables (bus schedules, cinema times) to calculate durations and departure times.

EVENTS THIS TERM

12 Oct - Pupil Free Day
13 Oct - First day of Term 4
30 Oct - Colour Fun Run
11 Nov - Remembrance Day
13 Nov - School Captain's Assembly
26 Nov - Japanese Restaurant excursion
3 Dec - Move Up Day
4 Dec - End of Year Concert
4 Dec - Twilight Fair & Art Show
7 Dec - Christian Education
16 Dec - Year 6 Graduation
18 Dec - School Captain's Assembly
18 Dec - Last day of school at Monash Primary