



Principal letter

Dear parents and carers.

We have had a fantastic start to Term 2, with students settling back into routines quickly and classrooms already buzzing with learning. It has been great to see such a smooth transition, with students focused, engaged and ready to make the most of the term ahead.

Term 2 is shaping up to be a busy and exciting one. We have a range of incursions, excursions, sporting events, house colour activities, and fundraising promotions planned. These opportunities are an important part of school life, and we look forward to seeing our students involved, challenged and thriving.

Uniform Matters

At Ngarri, pride starts with how we present ourselves. We ask that all students wear the full school uniform each day, with no variations. This helps build a strong sense of belonging and sets the tone for learning.

If your family requires support in obtaining uniform items, please don't hesitate to speak with our administration team—we are here to help.

School Update

Our new portable building has officially touched down! This is an exciting addition to our growing school, and we are working towards having it fully ready for use by the end of the term.

Living Our Values

As always, we encourage our entire community to continue to live and model our school values: Pride, Respect, Integrity, Determination and Excellence. These values underpin everything we do and play a key role in creating a positive and supportive environment for all.

We are looking forward to another strong term of learning, growth, and connection.

Our Vision
Inspiration
starts here

Our Mission Statement

At Ngarri Primary School, we equip all students with the skills, knowledge and growth mindset to reach their highest level of academic success. We inspire passion, ambition and intellectual curiosity in pursuit of their dreams and aspirations.

Term 2 Upcoming Events

TUE 28TH APRIL

Yr1 Cosmodome Incursion

WED 29TH APRIL

District Cross Country

WED 29TH APRIL

Whole School Photo Day

FRI 1ST MAY

F-2 Assembly

1ST - 2ND MAY

Mothers Day Stall

FRI 8TH MAY

Foundation Mothers Day Picnic

MON 11TH MAY

Catch Up Photo Day

18TH - 19TH MAY

Foundation Mad About Science Incursion

MON 18TH MAY

Yr6 Scienceworks Excursion

21ST - 22ND MAY

Yr3 Werribee Mansion Excursion²



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PREMIER READING CHALLENGE

PREMIER READING CHALLENGE

Don't forget The Premier's Reading Challenge is now open for students. Please see Compass for details about how to sign in and log books students are reading

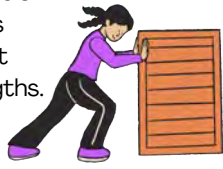
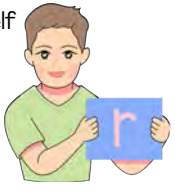
We would love to see as many students as possible achieve their certificates of achievement this year! The goals is for :

*Foundation to Year 2 students to read 20 books from the challenge list and 10 books of choice

*Year 3 to 6 students to read 10 books from the challenge list and 5 books of choice.

CLOSING DATE FRIDAY 4TH SEPTEMBER

- Foundation - Curriculum Newsletter Term 2 Weeks 1-5 What will students be learning

  Key learning	Key vocabulary	How you can support learning at home
Inquiry- This term, students are exploring the question: ‘How do things move and change?’. Students will investigate how different forces such as push and pull can be applied to objects to make them move. They will explore different materials identifying their purpose and texture, as well as how they can be altered and changed. Students will participate in scientific experiments to observe what happens when different materials are combined with others and document their thinking using the scientific process.	- scientific process - hypothesis - observations - analysis - conclusion - forces - impact - strengths. 	• Play games with your child such as ball games and discuss if objects are being pushed or pulled. • Engage in activities involving combining materials such as cooking using different ingredients. • Build objects with your child such as making buildings with lego or blocks. 
Maths- Students will continue to develop their understanding of combining 2 collections to find the total (addition). They will also work on separating one collection from another to find what is left (subtraction) They will investigate ordinal numbers and how they are used in everyday life, including identifying the position of objects as 1st, 2nd, 3rd up to 20th.	- combining - separating - total - ordinal numbers - order 	• Help your child to practise combining and separating collections of objects. For example collecting 3 tennis balls and adding to more and saying 3 and 5 makes 5. • Ask your child to explain the position of objects placed in a line, e.g lining up their toys and saying which ones are first, second, third, fourth, fifth etc.
Reading- Students will work on identifying the sounds made by the letters y, r, e, qu, z, j, u, k, x and w. They will work on reading consonant-vowel-consonant (cvc) words involving these letters by saying the sounds in the words and blending the sounds to read the whole word. Students will also develop their knowledge of strategies to understand texts including visualising characters, setting and events in stories, retelling important events in texts and making personal connections between their own lives and the texts they read (text-to-self connections).	- letter - sounds - blending - visualising - retelling - text-to-self connections  	• Continue to read with your child each night and have them practise saying the sounds in words and blending them together to read the whole word. • Continue to practise Magic Words and identifying the sounds of the letters we are focusing on. • Ask your child questions when they read such as, “how does this book remind you of something you have done?”, “What happened in that story?”, or “What did you visualise happening in that story?”
Writing- Students will work on spelling cvc words by saying the sounds in words and recording the sounds they hear. They will practise writing sentences including using capital letters, full stops and spaces between words. They will begin to learn about writing procedural texts (how to texts) which will include listing materials used and recording steps to make a product.	- letter - sounds - spelling - capital letters - full stops - procedural texts - materials - steps 	• Have your child practise writing a sentence about their day. Encourage them to begin with a capital letter, leave spaces between their words, record the sounds they hear and finish with a full stop. • Practise writing our focus letters with your child encouraging correct letter formation. 



What's happening in specialist classrooms?

Key learning	Key vocabulary	How you can support learning at home
PE: Our inquiry question for this term is 'How do we stay healthy and active?'. Students will be practising a variety of movement patterns including balancing, hopping, jumping and throwing.	active, healthy, balance, jump, leap, under-arm throw, hop	Provide students with the opportunity to demonstrate or discuss some of the different activities they've practised during PE sessions.
Visual Arts: Our inquiry question for the term is 'How do I use my hands to make art?'. Our focus is on developing the students' fine motor skills as they relate to art making. Skills include - pincer grip, tripod grip, wrist rotation and finger isolation.	pinch, roll, squeeze, tear, twist, thread, lace, push, press, cut, snip, scrunch	You can help to foster these skills with activities such as - sensory and play based activities like lego or playdough, arts and crafts and everyday household tasks.
Performing Arts: Our inquiry question for this term is 'How can I show emotions in Performing Arts?'. This term, students will be exploring how they can use their faces, bodies and voices to convey emotions in drama. They will also create music that communicates ideas.	emotions, expression, create, perform	Expand your child's emotional vocabulary by talking about their own and others' emotions. Describe how characters in movies show their emotions with their face, bodies and voices.
STEM: This term, students will be exploring the question 'How do people use technology to move things?'. They will learn about technology and how it helps us move things	push, pull, roll, bounce, spin, slide	Notice and talk about how things around us move, eg: the wheels on a car roll, a ball bounces up and down.
Spanish: Our inquiry question this term is 'How can Spanish help me talk to other people and tell them about me?'. This term, students are continuing their Spanish Inquiry Unit, building on last term's learning as they begin using Spanish to communicate simple ideas about themselves and their world.	Numbers 1–10 (uno, dos, tres...) - Colours (rojo, azul, amarillo...) - Family (mamá, papá, hermano/a)	Encourage your child to practise counting or naming colours in Spanish at home—try this during everyday routines like setting the table or getting dressed.



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- End of T1 - Students finish early at 1:30pm on Friday 26th June

- Foundation - Curriculum Newsletter



Exploring our new inquiry on how things move and change

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- Year 1 -

Curriculum Newsletter

Term 2 Week 1-5

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry This term students will be focusing on 'What causes the observable changes in the sky and landscape?'. We will be learning about parts of nature that change and how it changes what we can see around us, for example: the changes in the seasons, the phases of the moon and the weather.	change, observable, landscape, seasons, weather, phases, cycle	When you're driving around the neighbourhood or going for a walk, notice things that are changing. Point out leaves changing colours on trees, clouds in the sky, different kinds of weather, how the moon changes, sunrise and sunset.
Maths In Maths, we have started the term with consolidating your child's counting knowledge. This will be followed in weeks 2-3 with time and in weeks 4-5 with place value. Counting to 120, identifying the number before and number after, ordering numbers to 120 and recognising (without counting) dots on a 6-sided die. Time will focus on the seasons, and duration and sequence of events. Place value will begin with bundling and will continue with a focus on tens and ones.	counting forwards, counting backwards, seconds, minutes, hours, days, weeks, months, seasons, years, data, pictograph, bar graph	Give children a job to do and tell them a job you will do, start at the same time and see which job takes longer, for example: tie your shoe and put away a book. Complete challenges like 'how many star jumps can you do in one minute?' and use a timer. Look at clocks around the house and name the features such as hour hand, minute hand, second hand, the numbers and where they are on the clock face.
Reading We will continue to practice our reading comprehension strategies, using new techniques like synthesising, skimming and scanning, analysing, exploring and identifying new ideas in the text. We will also have a strong focus on decoding by practising to maintain fluency in our reading.	poetry, poem, rhyme, rhyming, fluency	Continue to read every night with your children. Take a trip to the Community Library, or find a book at home that has rhymes/poetry in it. Share some poetry with your child. Ask them to pick their favourite one and tell you why it's their favourite. See if your children are able to identify any rhyming words in books they read.
Phonics In Phonics, we will be focusing on learning the sounds of different digraphs like oa, ar, or, aw, ir, ur, and er. We will be learning how to read by blending and segmenting. We will also be learning about how to manipulate sounds in words as well as identifying rhyming words.	digraphs, segment, blend, rhyme	Practice reading different words with digraphs at home. Focus on identifying the different sounds in the words and how to blend them.
Writing We are continuing to use a tool called a Writer's Notebook and using it to foster our creativity and curiosity by planting seeds to plan our ideas. We will be exploring poetry where we will focus on rhyming words, adjectives and the purpose of writing poems.	poetry, poem, rhyme, Writer's Notebook	Reading poems Identify rhyming words in books that you have at home or have borrowed from the local library.

What's happening in specialist classrooms?

Key learning	Key vocabulary	How you can support learning at home
PE: Our inquiry question for this term is 'How can I effectively move my body in games?'. Students will be exploring how to move their bodies through a series of gymnastics lessons.	Statics, Balancing, Landing, L-Sit, Straddle Sit, Tuck sit, Prone, Spring	Students will be participating in gymnastic lessons. Students will not be wearing shoes during these sessions, we ask that students have socks and appropriate school uniform as they will be performing movements such as supported rolls and balances.
Visual Arts: This term, students are exploring the inquiry question: 'What do living things look like?'. Students will draw inspiration from various artists and the natural world to create their own masterpieces.	Feature, Microscope, Habitat, Environment, Inspiration, Observation, Symmetry, Texture, Pattern	Help your child find inspiration outdoors by discussing the fascinating textures and repeating patterns found in plants, insects, and animals.
Performing Arts: Inquiry Question: 'How can we put our own spin on a known story?'. This term students will be learning about different versions of stories and new stories based on old ones. In drama, they will create their own spin on stories they already know by making creative changes to setting, characters or plot.	Character, Setting, Plot, Events, Spin	Read and view stories and discuss the roles of character and setting. Describe what might happen if something was changed. Borrow twisted fairy tails from the library and compare them to the traditional stories they are based on. Compare different versions of the same story.
STEM: This term students will be exploring rubbish and where it could go. They will learn about the 3Rs - reduce, reuse, recycle.	reduce, reuse, recycle, landfill	Ask your child to help with the bins and discuss what is put in them.
Spanish: Inquiry Question: 'How can I use Spanish language to communicate about everyday topics about the world around me?'. Students are continuing their Spanish Inquiry Unit, building on last term's learning by expanding their ability to communicate about familiar, everyday topics.	• Weather (hace sol, hace frío...) • Seasons (verano, invierno...) • Days & months (lunes, enero...)	Ask your child to describe the weather each day in Spanish or say the day of the week together as part of your daily routine.



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- End of T2 - Students finish early at 1:30pm on Friday 26th June



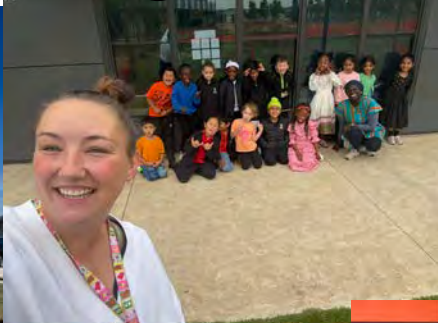
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- Year 1 -

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Photo Page





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- Year 2- Curriculum Newsletter Term 2

Key learning	Key vocabulary	How you can support learning at home
In Inquiry, students will be exploring how we connect to the past and present through personal experiences and global stories, developing an understanding of how stories help us learn about people, places, and events over time.	past, present, personal, global stories, differences, experiences	Talk & Share Stories • Share family stories from the past and present • Talk about your own childhood experiences • Discuss important family traditions or celebrations
In maths this term, students will be learning to use addition and subtraction strategies to solve problems, explain their thinking, and build confidence with numbers.	total, altogether, combine, increase, more than, subtract, less than	Everyday Maths • Add prices while shopping • Work out change when paying • Count and combine items (toys, snacks) Explain Thinking • Ask your child to explain how they got their answer • Encourage using words like 'add', 'take away', and 'total'
In reading this term, students will be learning about fables, focusing on identifying their key text features and understanding their structure. Students will begin to develop an understanding of the Question–Answer Relationships (QAR) strategy to support reading comprehension. They will also continue to build phonemic awareness and strengthen reading fluency and automaticity.	text features, structures, moral, question, answer, right there, phoneme, grapheme, blend, segment	Reading (Fables & QAR) • Read or listen to fables together • Discuss the characters, setting, problem, and moral • Ask questions like “How do you know?” or “Where is your evidence?” • Practise answering questions using QAR (right there / think and search / on my own)
In writing, students will be learning the importance of oral language, building tiered topic-specific vocabulary (e.g. fables), and creating simple and compound sentences using correct structure.	oral language, retell, describe, sequence, vocabulary (Tiered) Tier 1: big, small, happy, sad Tier 2: describe, explain, improve, decide Tier 3: moral, narrator	Oral Language • Talk about the day using full sentences Grow Vocabulary • Learn new words from books (especially fables) • Use interesting describing words in conversation

What's happening in specialist classrooms?

Key learning	Key vocabulary	How you can support learning at home
PE: Our inquiry question for this term is 'How can I effectively move my body in games?'. Students will be exploring how to move their bodies through a series of gymnastics lessons.	Statics Balancing Landing L-Sit Straddle Sit Tuck sit Prone Spring	Students will be participating in gymnastic lessons. As students will not be wearing shoes during these sessions, we ask that students have socks and appropriate school uniform choices as they will be performing movements such as supported rolls and balances.
Visual Arts: This term, students are exploring the inquiry question: 'What do living things look like?'. Students will draw inspiration from various artists and the natural world to create their own masterpieces.	Feature, Microscope, Habitat, Environment, Inspiration, Observation, Symmetry, Texture, Pattern.	Help your child find inspiration outdoors by discussing the fascinating textures and repeating patterns found in plants, insects, and animals.
Performing Arts: Inquiry Question: 'How can we use rhythms, sound combinations and movement patterns to tell a story?'. This term, students will build on the dance work from last term working in groups to create music and dance based on elements of nature in a story.	Rhythm Beat Sequence Pattern, Texture (sound combinations)	Explore rhythm patterns in music you listen to at home. Identify the beat and encourage students to create simple dance moves in time to the music. Describe the different types of sounds you hear in music, trying to identify the instruments.
STEM: This term students will explore what language they must speak to get technology to do what they want. They will explore early stages of coding.	Command Sequence Code Debug,	Discuss the technology words command and sequence, and discuss how we fix (debug) when a command isn't followed.



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-Year2 - Curriculum Newsletter Photo Page

Student of the week awards

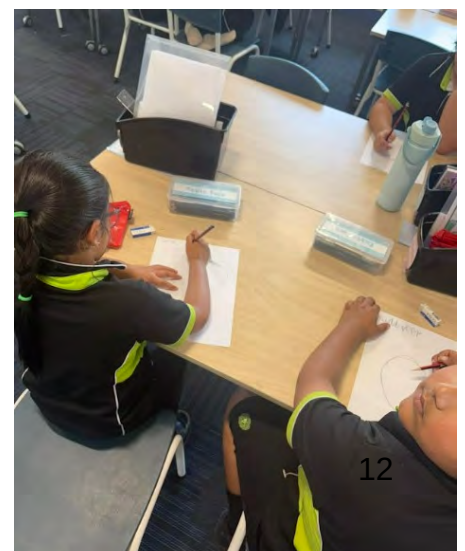


Nights of reading

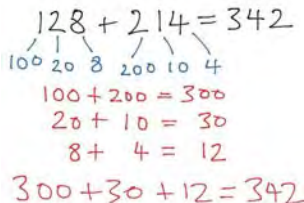


Wonderful first term and we are so proud of the progress and achievements our students have made.

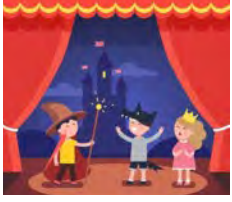
Classroom learning



What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
In Inquiry, students are exploring our big question: 'How can innovation drive a more sustainable future?'. They will learn about how human actions impact environments at local, national and global levels, while exploring ecosystems, resources and sustainability. Through hands-on activities, conversations and investigations, students will develop an understanding of how their choices affect the planet and how innovation can support a more sustainable future.	Sustainability, environment, innovation, ecosystem, resources, impact, conservation 	Talk about ways your family reduces waste, saves energy and cares for the environment.
In Reading, students are learning to use a range of comprehension strategies to better understand texts. They will learn how to ask questions, make predictions, clarify new vocabulary, infer meaning, make connections, and summarise important ideas. Through guided and independent reading, students will develop their ability to think deeply about texts and explain their understanding using evidence.	Predict, infer, summarise, clarify, analyse, connection, evidence 	Encourage daily reading and ask your child questions about what they are reading.
In Writing, students are learning to create persuasive texts, including letters about environmental issues. They will learn how to write for a specific audience, use strong vocabulary, and include persuasive language, such as modal verbs (should, must, can). Through planning, drafting and publishing, students will develop their ability to clearly express their ideas and influence others.	Persuade, audience, modal verbs, opinion, argument, justify, multimodal 	Encourage your child to share their opinions and explain their thinking in everyday conversations.
In Maths, students are learning to partition, rearrange and regroup numbers to build strong place value understanding. They will learn to apply addition and subtraction strategies with 2- and 3-digit numbers, explore how these operations are connected, and solve problems involving unknown numbers. Students will also begin learning about chance by describing likelihood and exploring possible outcomes.	Place value, partition, regroup, strategy, inverse, equation, chance 	Practise mental maths, talk about number strategies, and discuss chance in everyday situations.

What's happening in specialist classrooms?

Key learning	Key vocabulary	How you can support learning at home
PE Our inquiry question for this term is: 'How can successes, challenges and failures in activities strengthen resilience when participating in physical activities?'. In order to answer this question, students will be practising a range of athletic activities, including discuss, shotput, and high-jump.	Discuss, shotput, high jump, crossbar, technique, practise 	Discuss with your child some of the challenges they face when learning new sports and techniques. Ask your child how they show determination when learning something new.
Visual Arts The inquiry question for this term is: 'How has art changed as the world has changed?'. Students will be investigating how artwork developed throughout history, and create a variety of artworks to represent their learning.	Timeline, change, history, prehistoric, modern, evolve, technique, technology 	Discuss with your children how technology in your household has changed and how this impacts the way you look at things.
Performing Arts The inquiry question for this term is: 'How can we create a play to entertain an audience?'. This term students will analyse and apply the expressive and performance skills actors use to engage their audiences. They will work in groups to create a play.	Expression, skills, position, direction, engage, audience, space 	When watching movies and shows, discuss how the actors create their characterisation using facial expression, body language and voice. What do they do to engage the audience?
STEM The inquiry question for this term is: 'How has technology changed the way we grow and make food?'. This term students will look at farms, how to grow food, and the technology needed.	Technology, warehouse, irrigation, tractors, plough, sow, life cycle 	Let students be involved with any gardening projects and talk about the tools needed.

Don't forget

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- Year 4 -

Curriculum Newsletter

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry: We are learning about our Physical World. Students will explore how inventions have changed over time, looking at how and why they have been improved. They will then investigate why designers choose different materials, and how these choices affect how an object works, how strong it is, and what it is used for.	Materials Properties Technology Advancements	Discuss about the different inventions that were around when you were younger that may not be around anymore and/or have evolved.
Maths: Students are learning about measurement, with a focus on length and area. They will practise measuring using formal units (like centimetres and metres), compare and order lengths, and explore how to calculate the area of shapes by counting squares and using simple strategies. We are also building understanding of when and why we measure, and how measurement is used in everyday life.	Length Area Perimeter Estimate Units	Design a Mini Room or Garden Ask your child to design a small bedroom, playground, or garden on paper. Use a ruler to measure and draw the sides (length). Draw the space on grid paper or squared paper. Count the squares to work out the area of different sections (e.g. garden beds, play areas). Talk about which areas are bigger or smaller and why.
Reading: In reading, students will explore the text type of procedures as well as the comprehension strategies of questioning and synthesising.	Procedural Synthesising Questioning	Read a procedural text together (e.g. a recipe or “how-to” guide). Questioning: Ask your child, “What do you think this will help us do?” and “Why is this step important?” Synthesising: After reading, ask them to explain the steps in their own words.
Writing: Students will create their own procedures, focusing on writing clear, step-by-step instructions for a specific purpose and audience. They will practise using sequencing words (e.g. first, next, then), including important details, and organising their writing so it is easy to follow.	Procedure Steps Sequence Instructions	Create a “How-To” Guide Together Choose a simple activity your child enjoys (e.g. making a sandwich, building something, or playing a game). Ask your child to explain the steps out loud first. Help them write or draw each step in order. Encourage them to include a title, a list of what is needed, and numbered steps.



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- Year 4 Specialists - Curriculum Newsletter

Key learning	Key vocabulary	How you can support learning at home
PE: Our inquiry question for this term is "How can successes, challenges and failures in activities strengthen resilience when participating in physical activities?" In order to answer this question, students will be practising a range of athletic activities including discuss, shotput, and high-jump.	Discuss Shotput High jump Cross Bar Technique Practise	Discuss with your child some of the challenges they face when learning new sports and techniques. Ask your child how they show determination when learning something new.
Visual Arts In Visual Arts throughout term 2 the students will explore the inquiry question "How has art changed as the world has changed?". Children will be investigating how artwork developed throughout history, and create a variety of artworks to represent their learning.	timeline, change, history, prehistoric, modern, evolve, technique, technology	Discuss with your children how technology in your household has changed and how this impacts the way you look at things
STEM : The inquiry this term is, How do different forces affect product function, distance and motion? Students look at different forces, look at how they work and then show their understandings in a model.	Gravitational, magnetic, electrostatic, friction, charges	Discuss about the different forces and let them explain how they work.
Spanish: How can Spanish help us describe ourselves and others? Students are continuing their Spanish Inquiry Unit, building on last term's learning as they develop confidence describing themselves and others in more detail.	Describing words (alto, bajo, amable...) Sentence starters (Yo soy..., Él/Ella es...) Conversation starters (Hola, ¿cómo estás?)	Encourage your child to describe a family member or themselves in Spanish using simple phrases

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- Year 5 -

Curriculum Newsletter - Term 2

Weeks 1-5

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
Inquiry: This term, students are exploring the big question: 'How do scientific advancements impact our community and society?'. They will investigate a range of inventions and innovations, examining how these have evolved over time, and the effects they have had on the way we live. Students will also explore the scientific processes behind these advancements, developing their understanding of how new ideas are created, tested, and improved.	invention advancement impact innovation design process	• Talk about everyday inventions at home and discuss how they help people. • Encourage your child to ask "how" and "why" questions about the world around them.
Maths: In the first half of the term, students will learn about angles, as well as perimeter and area, before moving into an extended focus on multiplication and division. Students will work to classify, estimate, and measure angles. They will also use their reasoning skills to solve problems involving complementary and supplementary angles. Students will calculate the perimeter and area of a range of shapes and apply this knowledge to solve real-world problems. They will then further develop their multiplication and division skills, including related concepts such as factors, multiples, and problem-solving strategies.	acute angle right angle obtuse angle straight angle reflex angle revolution perimeter area factor multiple fact family	• Practise multiplication and division facts through quick games or flashcards. • Look for real-life maths opportunities (e.g. measuring while cooking or finding angles/shapes around the house).
Reading: Students have begun learning about the reciprocal reading process, developing their ability to critically discuss a text using the strategies of predicting, clarifying, summarising, and questioning. This process will continue to be embedded throughout the term. Students will also investigate the concept of fact and opinion when reading, helping them to think more critically about the texts they engage with.	predicting clarifying summarising questioning fact opinion	• Ask your child to predict, summarise, or question while reading together. • Discuss whether something is a fact or an opinion in books, shows, or conversations.
Writing: Students will investigate the features of a newspaper report before following the writing process to create their own. They will explore how to structure a report, including writing engaging headlines and clear, informative paragraphs. Students will learn to use factual language and include key details to inform their reader. They will also draft, edit, and publish their work, focusing on improving clarity, accuracy, and overall presentation.	report headline structure details purpose	• Read a newspaper article together and identify key features like headlines and facts. • Encourage your child to write a short report about something that happened at home or in the community, focusing on clear and factual details.

What's happening in specialist classrooms?

Key learning	Key vocabulary	How you can support learning at home
PE 'How can I demonstrate PRIDE values to reflect on my successes and learning in physical activities?'. Students will be developing and refining techniques to improve performance in an athletic event. There is a strong focus on overall improvement, as well as on sharing their progress and achievements.	discus shotput high jump cross Bar technique practise	Students will be learning a range of techniques across different athletic events. Encourage students to demonstrate and explain the techniques they have learned. Equipment is not required; the focus should be on the correct movement sequence.
Visual Arts In Visual Arts, students will be exploring the question 'How has architecture changed in Australia over time?'. They will be exploring different types of buildings from history.	architecture architect suburbia history	Talk about the features of buildings that you see. Discuss the origins of some features, for example: greek columns, etc.
STEM This term students will be looking at 'What is electrical energy - where does it come from and how is it used?'. Different types of energy will be looked at to then create a project based on their understanding.	electricity heat chemical light sound elastic motion	Talk about what type of energy would be required for each appliance in the house.
Spanish How can we use Spanish to share our interests and express who we are? Students are learning how to express their opinions and preferences using simple sentence structures. They are building confidence forming sentences about their likes and dislikes.	Me gusta... (I like...) No me gusta... (I don't like...) Prefiero... (I prefer...) Basic grammar terms (sentence, verb, noun)	Ask your child what they like or don't like in Spanish (e.g. food, hobbies) and encourage them to answer in full sentences.



Important dates and reminders...

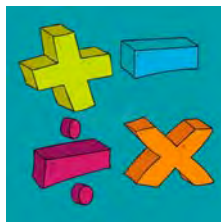
- **Pleaserememberto checkconsentsforLocal Walks,Photographs (internal & external), ICT user agreements on Compass**
- **School Photos - Wednesday 29th April and Monday 11th May**
- **Mother's Day Stall - Thursday 7th and Friday 8th May**
- **Curriculum Day - Friday 5th June**
- **Public Holiday (King's Birthday) - Monday 8th June**
- **Term 1 Learning Showcase - last Wednesday of the term**
- **End of T1 - Students finish early at 1:30pm on Friday 26th June**

Year 6

Curriculum Newsletter – Term 2

Weeks 1-5

What will students be learning?

Key learning	Key vocabulary	How you can support learning at home
In Inquiry, students will be investigating the question: “How do living things survive earth and space?” Throughout this unit, students will explore how humans and other species survive both on earth and in space. Through rich discussion and creative application, students will deepen their understanding of outer space by making a collaborative solar system and investigating factors in how to sustain life in space. Students will become more aware of how science can help us explain the way the world works and the impact of science and technology in our lives.	space, technology, data, innovate 	To support students at home, we encourage you to have discussions about current events such as the recent space exploration in America. How you believe people can survive in space and how it's different to survival on land in Earth
In Reading, students will be continuing to work on building their reading stamina, and refining their comprehension skills. Students will be using different strategies to question their knowledge of texts they have read including Question and Answer relationships. Where students will put together the information to discover the answer.	Infer, predict, interpret, evidence, summarise, compare, contrast. 	To support your child at home, we encourage you to support them in continuing to read challenging texts every night, and recording their reading in their journal. Students to continue to broaden their understanding of the text by using the “Peel the Fruit” template to peel back key information.
In Writing, students will be exploring their Writers Notebook including identifying the purpose of a seed and how we can continue to create imaginative writing pieces by including small and simple ideas. Students will commemorate ANZAC Day by writing in the perspective of a soldier including their thoughts, feelings and wonderings during this time.	imaginative, innovate, diary, reflective 	To support your child at home we encourage you to get students to bring in different artefacts including photographs, memories, small items that will encourage future creative writing.
In Maths, students will be exploring different methods on how to solve multiplication including the box, lattice and Japanese method. Students will continue to identify and make connections between multiplication and division. Students will use different strategies to solve both real life and worded problems	multiplication, division, connections, relationships 	To support your child at home we encourage: • Revision and skills of multiplication and division. Especially a recall of facts not in a set order • Focus on what is the relationship between multiplication and division

Link to our Annual Implementation Plan

KIS	Actions	Outcomes
KIS 2a Develop a school-wide strategy to support a sense of confidence and connectedness	The school will implement regular activities and programs focused on building positive relationships among students, staff, and the wider school community to strengthen connectedness.	Students will: Demonstrate a stronger sense of self belief and resilience. Actively participate in class and school activities with greater enthusiasm and self confidence. Engage in collaborative activities, showing empathy and respect toward peers and feel a deeper connection to the school community.

What's happening in specialist classrooms? Year 6

Key learning	Key vocabulary	How you can support learning at home
PE PE How can I demonstrate PRIDE values to reflect on my successes and learning in physical activities? Students will be developing and refining techniques to improve performance in an athletic event. There is a strong focus on overall improvement, as well as on sharing their progress and achievements.	Discus Shotput High jump Cross Bar Technique Practise	Students will be learning a range of techniques across different athletic events. Encourage students to demonstrate and explain the techniques they have learned. Equipment is not required; the focus should be on the correct movement sequence.
Visual Arts In Visual Arts students will be exploring the question "How has architecture changed in Australia over time?" They will be exploring different types of buildings from history.	architectre, architect, suburbia, history	Talk about the features of building that you see. Discuss the origins of some features eg greek columns etc
STEM: This term Inquiry question is "In what ways can technology inspire us to discover more, know more and share more about our world?"	design, ethical, sustainability, products, services, environments	Talk about ways we can use technology to learn what inspires us and how to share it with the world
Spanish: Inquiry Question How can I use Spanish to communicate responsibly and respectfully with others? Students are developing their understanding of respectful communication in Spanish. They are learning how language choices show politeness and cultural awareness.	Key Vocabulary Politeness phrases (por favor, gracias, perdón) Respectful language (usted form basics) Grammar terms (verb, pronoun, sentence structure)	Encourage your child to practise polite expressions in Spanish at home, such as saying "por favor" (please), "de nada" (You're welcome) and "gracias" (thank you) in everyday situations.



NGARRI **BOOK DRIVE**

We are kindly asking for donations of high quality books appropriate for students from Foundation to Year 6 to add to our classroom libraries. We ask that these books are in good condition for students to enjoy.

**Donations can be dropped off at the front office.
Thank you!**

PHOTO DAY

COMING SOON!

Wednesday, 29th April 2026

Head to our website to view the available packages and to place your order

VISIT OUR WEBSITE & ENTER THIS CODE:

BD9JPG7E



Music Bus

Classes offered are:

Keyboard Ukulele
Drums Guitar

Lessons:

Will be 30 minute duration - once per week
held in the hi tech music classroom on wheels on our site



THE MUSIC BUS

**TERM 1 2026
BOOK NOW**

- Keyboard
- Guitar
- Ukulele
- Drums
- Vocals

MORE INFO
www.themusicbus.com.au

The Music Bus has opened their term 2 enrolments and are inviting new students to apply. Classes offered are: . Keyboard (Prep-y6).

Ukulele (Prep-y6).
Drums (y1-y6).
Guitar (Y2-y6)

Lessons are: * be 30 minute duration - once per week * held in the hi tech music classroom on wheels on our site * cost \$22 per week (\$24 drums) payable by the term on commencement If you wish to take part please complete this expression of interest form

<https://app.smartsheet.com/b/form/ee4627a5204c46158e1ab17e7c8069c6>.

Classes offered are: Keyboard Ukulele Drums Guitar



FREE TRIAL Exclusive Offer for NGARRIPRIMARYSCHOOL

We're excited to invite your child to a **FREE** trial basketball class, available for a limited time only! This special offer is open exclusively to students from Ngarri PS, giving them the chance to try basketball in a fun, encouraging, and

skills-focused environment.

Why Join?

- ✓ Develop confidence and teamwork
- ✓ Build coordination and fitness
- ✓ Learn basketball skills in a supportive setting
- ✓ Make new friends and have fun!



Training days **Tuesdays** and **Thursdays**



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www.stepupbasketballacademy.com.au