



Year 6 2024

Term Two - Curriculum Overview



School Priorities 2024

Quality Teaching

An engaging education and innovative approach implementing Age Appropriate Pedagogies with differentiated teaching and learning.



Student Success

A chance to shine with focused collaborations, including conferencing, student-led goal setting, as well as literary and text dependent questioning.



Connected Community

A school with heart developing students' Growth Mindset and the 'Power of Yet'.



Please check our school website regularly for upcoming events

Save the Date:

Cross Country: 18th April
 True Relationships Parent session (PM) – 7th May
 Mother's Day Stall: 9th May
 True Relationships – 13th May & 20th May
 Senior Sports Day: 15th June



ENGLISH – Tales and Tunes

In this unit students will unpack a class novel, exploring themes, character development and ideas. They will explore song lyrics that relate to the novel to create a persuasive pitch to a director based on ideas and themes presented in the novel. Students will take part in small group discussions where they will share, develop, explain and elaborate on ideas from a particular chapter.

Students will use interaction skills when in discussions with others such as paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing experiences and opinions. They will identify similarities differences in how ideas are presented and developed through characters and events.

Assessment: Students will create a persuasive pitch to a director to use a song for a trailer. Students will also interact with other students around song choices.

MATHEMATICS

Through the proficiency strands - understanding, fluency, problem-solving and reasoning - students will have opportunities to develop understandings of:

- **Number and place value** - select and apply mental and written strategies and digital technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers.
- **Fractions and decimals** - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare fractions with related denominators and locate them on a number line.
- **Patterns and algebra** - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations.
- **Using units of measurement** - make connections between volume and capacity.
- **Shape** - problem-solve and reason to create nets and construct models of simple prisms and pyramids.
- **Geometric reasoning** - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.

Assessment: Students will write and apply the correct use of brackets and order of operations in number sentences. They will also solve problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point. Students will recognise the properties of prime, composite, square and triangular numbers and solve problems involving division and multiplication.

SCIENCE – Energy and electricity

In this unit, students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students will explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They will identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.

Assessment: Students will analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.

HASS – Australia in the past

This term in HASS, students will explore the following inquiry question:

- What does it mean to be an Australian citizen?
- How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?

Students will:

- recognise the responsibilities of citizens in Australia's democracy
- consider the shared values, rights and responsibilities of Australian citizenship and obligations that people may have as global citizens
- examine continuities and changes in the experiences of Australian democracy and citizenship
- investigate stories of groups of people who have migrated to Australia since Federation
- evaluate the contribution of individuals and groups to the development of Australian society since Federation

Assessment: Students will investigate the rights and responsibilities of Australian citizens today and the experiences of Australian democracy and citizenship for different groups in the past.

TECHNOLOGIES

Design Technologies

This curriculum area was taught and assessed in Term 1.

THE ARTS

Music

In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film.

Assessment: Students will compose and perform elements of music to communicate meaning using inspiration from music that appears in film.

Visual Arts

Students will explore and explain the expression of social commentary in artworks by a range of artists. They will use visual conventions and practices to create a mixed media piece that expresses a personal view about an environmental issue and explain how ideas are represented in artworks they have viewed and made.

Assessment: Students will make a mixed media sculpture that expresses a personal view about an environmental issue and communicate meaning through display.

Drama

This curriculum area was taught and assessed in Term 1.

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education are a combined grade on report cards.

Health

This curriculum area was taught and assessed in Term 1.

Physical Education

This term, students will participate in a variety of activities to demonstrate control and accuracy when performing specialised running, jumping and throwing skills. They will also explore safe behaviours and procedures for class practise.

Assessment: Students perform movement skills and strategies to demonstrate running, jumping and shot put.

JAPANESE

In this unit, students will use language to communicate ideas relating to the concept of family and identity. Students will introduce themselves and other family members and interact with peers.

Assessment: Students will convey information about family using Japanese language.