Year 6 2024
Term Four - 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:
Colour Run – Wednesday 9th October
Graduation – Wednesday 27th November
Senior Swimming Carnival – Wednesday 4th December
End of Year excursion – Thursday 5th December

ENGLISH – Interpreting Literary Texts

In this unit, students listen to, read and view extracts from literary texts addressing people they admire for their significant contributions and values. They will examine how to effectively express formality and influence through their writing, focusing on legacy and values. They create a literary text that uses formal language and structure to communicate the reflections on the individual's contributions and how these values inspire their own personal goals and aspirations.

Assessment: *Students will write a letter to a person they admire for their values and characteristics.*

MATHEMATICS

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

- **Fractions and decimals** - add, subtract and multiply decimals; divide decimals by whole numbers; calculate a fraction of a quantity and percentage discount; compare and evaluate shopping options.
- **Patterns and algebra and Number and place value** - represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, and solve multiplication and division problems using a written algorithm.
- **Using units of measurement** - Interpret and use timetables.
- **Location and transformation** - apply translations, reflections and rotations to create symmetrical shapes.
- **Geometric reasoning** - measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts.
- **Chance** - conduct chance experiments; record data in a frequency table; calculate relative frequency; write probability as a fraction, decimal or per cent; compare observed and expected frequencies.
- **Data representation and interpretation** - compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, represent data from a chance experiment, problem solve and reason by interpreting secondary data.

Assessment: *Students will compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages. Students will also use simple strategies to reason and solve a data and measurement inquiry question.*

SCIENCE – Life on Earth

In this unit, students will explore the environmental conditions that affect the growth and survival of living things. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They will gather data and record in graphs and tables. Students will also interpret observations relating to their investigations.

Assessment: *Students will develop an investigable question and identify variables to be changed and measured as well as potential safety risks. Students collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.*

HASS – Making decisions to benefit the community

This term in Humanities and Social Sciences (HASS), students will investigate the key inquiry question:

- *How can resources be used to benefit individuals, the community and the environment?*

Students will:

- investigate a familiar community or regional economics or business issue that may affect the individual or the local community.
- examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs.
- identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment.
- recognise the reasons businesses exist and the different ways they provide goods and services.
- present ideas, findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.

Assessment: *Students explain ways that resources can be used to benefit individuals, the community and the environment.*

TECHNOLOGIES

Digital Technologies

This curriculum area was taught and assessed in Term 3.

THE ARTS

Music

In this unit, students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.

Assessment: *Students use rhythm, pitch, form and symbols and terminology to compose music.*

Visual Arts

Students will plan and make artworks reflecting the style of cubism. They will create a portrait, showing a face in the double perspective (frontal and profile view). They will describe art elements used and explain the features of cubism.

Assessment: *Students explore the art movement of Cubism to plan and create a portrait showing a face in double perspective and/or fractured geometry.*

Dance

This curriculum area was taught and assessed in Term 3.

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 3.

Physical Education

Students will demonstrate strength and rhythm in at least three strokes for carnival racing. Students complete 25m and 50m efforts, effective dive entry for race starts and demonstrate efficient breathing and kicking technique for improved performances.

Assessment: *Students will perform freestyle, backstroke and breaststroke. They will demonstrate fluent and controlled strokes over a set distance (25m to 50m). They will also combine movement concepts and strategies to perform in a swimming carnival scenario.*

JAPANESE

Students use language to explore the concept of fashion. They will learn vocabulary and sentence structures relating to clothing to create a connected text. They will also reflect on how Japanese influences and is influenced by other languages and cultures.

Assessment: *Students create a connected text using adjectives, verbs and borrowed words to describe a fashionable outfit.*