Year 6 - Semester 2 – Curriculum Overview

Dear Parents/Carers

We would like to share with you a summary of Term 3 and Term 4 units of work and associated assessment tasks so you have an understanding of what your child is learning and how they will be assessed. It may also provide you with a context for discussing your child's learning with them.

ENGLISH

Term 3	Term 4
Learning: • Students investigate the effects of development on the Great Barrier Reef and argue a point of view.	***Learning:*** • Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts
Assessment: • Argue a point of view - Informative response Students will write an analytical exposition arguing their point of view. • Statement: "Development of industries will be beneficial to the reef's sustainability."	***Assessment:*** • A letter to the future - Informative response • Students write a letter to a student in the future to evoke a sense of time and place. • Reading Comprehension (Adapted) • Students read and comprehend a letter from a different historical context and analyse and explain language features.

MATHS

Learning: • Students locate fractions on a number line, solve problems involving the addition and subtraction of related fractions, calculate a simple fraction of a quantity and describe rules for sequences involving fractions and decimals. Students perform calculations on decimals including multiplying and dividing by powers of 10 and make connections between capacity and volume. • Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages as different representations of the same number. • Students describe the use of integers in everyday contexts, locate integers on a number line, locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.	***Learning:*** • Students compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages. • Students use simple strategies to reason and solve a data inquiry question. • Students use simple strategies to reason and solve a data and measurement inquiry question. • Students describe combinations of transformations. • Students describe rules used in sequences involving whole numbers, fractions and decimals.
Assessment: • Unit 3: Identifying number properties and calculating percentage discounts Short answer questions • Unit 3: Locating integers and describing and transformations Short answer questions • IMaths 6 Investigation 10 – I've Found a Million Dollars	***Assessment:*** • Unit 4: Describing probabilities and comparing frequencies Short answer questions • Unit 3: Calculating fractions and decimals Short answer questions • Assignment/project

SCIENCE

Learning: • Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.	***Learning:*** • Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.
Assessment: • Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. They 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.	***Assessment:*** • Students explain how natural events cause rapid changes to the Earth's surface and identify contributions to the development of science by people from a range of cultures. They identify how research can improve data.

HUMANITIES and SOCIAL SCIENCES (HASS)

Learning: **Australia in a Diverse World (Geography)** • Inquiry questions: How do places, people and cultures differ across the world? In this unit, students: • examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia • investigate differences in the economic, demographic and social characteristics of countries across the world • consider the world's cultural diversity, including that of its indigenous peoples • identify Australia's connections with other countries • organise and represent data in large- and small-scale maps using appropriate conventions • interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.	***Learning:*** **Making Decisions that Benefit the Community (Economics)** • Inquiry questions: *How can resources be used to benefit individuals, the community and the environment?* In this unit, students: • 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, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.
Assessment: • To demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms.	***Assessment:*** • To explain ways that resources can be used to benefit individuals, the community and the environment.

DIGITAL TECHNOLOGY *6NL and 6NT*	DESIGN TECHNOLOGY *6JP and 6NB*
Learning: Digital Technology (Semester 2) FSS Robotics Students will: • Explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. • Develop the knowledge and understanding of how to program EV3 to create a solution to a given problem. • Define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems.	***Learning:*** Design and Technology (Semester 2) Harvesting Good Health Students will: • Explore how competing factors and technologies influence the design of a sustainable service which provides a plant for the preparation of a healthy food product. • Develop the knowledge and understanding of how to program EV3 to create a solution to a given problem.
Assessment: • Students design a computer game or simulation for a specific purpose using a knowledge and understanding of design concepts and coding procedures within the computer programming environment of Robotics. • Digital Device: EV3 Robots	***Assessment:*** • Students design a service that provides an edible plant that can be used to create a healthy food product.

HEALTH and PHYSICAL EDUCATION (HPE)

Learning: Health **Transitioning to High School** • In this unit, students explore the concept of transitioning to high school, the challenges, the feelings, the issues that are typically encountered and how the transition can be smoothly facilitated.	
Assessment: Health • Students will complete a reflective journal. They will reflect on how they have kept safe throughout their school years and formulate strategies to continue to stay safe and active in secondary school.	
Learning: Physical Education • Students will develop and perform the specialised movement skills of passing, kicking and catching in 'All codes' football game situations. They will propose and combine movement concepts and strategies to achieve outcomes in 'All codes' football. • Students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios.	***Learning: Physical Education*** • Students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses.
Assessment: Physical Education • Students perform passing (shoulder and push pass), kicking (punt kick), and catching skills (taking a mark) in game situations. Students propose and combine movement concepts (space, effort, time and relationships) and offensive and defensive strategies to achieve outcomes in 'All codes' football. • Students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios.	***Assessment: Physical Education*** • Students perform free running skills including running, jumping, landing, balancing and safety rolls. To combine free running skills, movement concepts and strategies to complete obstacle courses.

THE ARTS

Learning: Dance **Adventures in dance** • Students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms. Students will: • Explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning in adventure stories • Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength,

balance and coordination
- Perform dance using expressive skills to communicate a choreographer's ideas about an adventure story
- Explain how the elements of dance and production elements communicate meaning and use a range of movement styles/forms by comparing dances from different social, cultural and historical contexts.

Assessment: Dance

Assessment will gather evidence of the student's ability to:
- explain how the elements of dance, choreographic devices and production elements communicate meaning about symmetry in dances they make, perform and view
- describe characteristics of symmetry in dances from different social, historical and cultural contexts that influence their dance making
- structure movements in dance sequences and use the elements of dance and choreographic devices, using the stimulus of symmetry to make dances that communicate meaning
- work collaboratively to perform dances using the stimulus of symmetry for audiences, demonstrating technical and expressive skills.

Learning: Music
- Students explore and compare two musical styles: Calypso and Blues.

Assessment: Music
- Students use rhythm, pitch and form symbols and terminology to compose, perform and respond to music from different times, places and cultures. They sing and play music in two differing styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

JAPANESE

Learning:
- Students use language to explore the concept of teamwork through sports and hobbies.

Assessment:
- Students interact with the teacher and peers in structured interactions. Students translate simple texts.

GENERAL CAPABILITIES - ICT

Classroom teachers are supported to complete assessment that uses ICTs in all curriculum areas.

Learning:	***Learning:***
• Investigating with ICT • Creating with ICT	• Communicating with ICT • Managing and operating ICT

Yours Sincerely

Year 6 Teaching Team

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Principal