Curriculum Overview

Year 6

In Term 2, we will be learning about the following topics in each curriculum area:

English:

Engaging with and responding to literature

Students engage with a variety of informative texts that may include technical information and/or content about a wide range of topics of interests or topics being studied in other learning areas. Texts may include reports, media, textbooks, reviews, procedures, biographies and autobiographies.

Students read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to connect and compare content from a variety of sources.

Through texts, students identify informative text structures and features, and explore how structural features help the reader navigate texts to suit the purpose. Students observe how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams.

Through teaching and learning, students use research skills to create informative texts including text structures to suit the purpose and mode, and cohesive paragraphs to develop and link relevant ideas. They use a variety of sentence structures, including complex sentences with embedded clauses to elaborate, extend and explain ideas.

This learning area will be taught, assessed and reported on.

Mathematics:

Students further develop proficiency and positive dispositions towards mathematics and its use as they:

- solve arithmetic problems involving all four operations with natural numbers of any size
- use mathematical modelling to solve financial and other practical problems, choosing models, representations and calculation strategies and justify solutions
- extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers
- use timetables to solve practical problems

This learning area will be taught, assessed and reported on.

Science: Our Changing World

Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on 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.

This learning area will be taught, assessed and reported on.

Humanities and Social Sciences: Civics and citizenship in Australia

Inquiry questions:

- What do Civics, Citizenship and Government look like in Australia?

In this unit, students:

- will complete activities and investigations in order to develop their understanding about government and democracy, laws and citizens and citizenship.

- will learn about the key institutions of Australia's democratic government, including local government, state/territory government and federal parliaments.
- will consider the responsibilities of electors and representatives.
- will learn how state/territory and federal laws are made.
- will examine Australian citizenship and reflect on the rights and responsibilities of being an Australian citizen and explore ways that Australians can become active and informed global citizens.

This learning area will be taught, assessed and reported on.

Health and Physical Education (HPE):

Students explain how effective communication, protective behaviours, and help-seeking strategies are essential for keeping themselves and others safe both online and offline. They recognise unsafe situations, practise seeking, giving or denying consent, and develop situational awareness.

Through a range of real-life scenarios, students practise how to respond to challenges safely and with confidence.

Students explore ways to demonstrate respect, empathy and inclusion in real-world examples and scenarios that promote positive outcomes.

This learning area will be taught, assessed and reported on.

Technologies- Digital Technology

Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.

This learning area will be taught, but not assessed and reported on until Semester Two.

Languages- Japanese:

Where do I go?

- Students learn about directions and giving directions in Japanese. They will also learn the names of commons shops and places.

Students will:

- learn sequencing language (next, after that, then) and language used to give directions (turn left, turn right)
- role play giving directions through a small city.

This learning area will be taught, assessed and reported on.