



Curriculum Overview

Year 6



In Term 3, we will be learning about the following topics in each curriculum area:

English:

Students will create an informative book with supporting images. They will research information about a natural disaster then plan, draft, edit and publish their own information book. Their work will follow the structure and include the features of an information report.

Students will also:

- Continue to participate in daily guided reading to increase fluency and comprehension of texts
- Explore vocabulary, sentence types, dialogue, text connectives, pronouns and noun/adverb groups through Super Sentences and VCOP
- Participate in our LEM Phonics spelling program

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

Science:

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.

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

Mathematics:

Students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - Understanding, Fluency, Problem Solving and Reasoning, students have opportunities to develop understandings of:

Measurement & Geometry

- Convert between metric units
- Make a connection between capacity and volume
- Explain combinations of translations, reflections and rotations
- Locate ordered pairs in any one of the four quadrants of the Cartesian plane

Number & Algebra

- Locate fractions on a number line, solve problems involving the addition and subtraction of related fractions
- calculate a simple fraction of a quantity
- describe rules for sequences involving fractions and decimals
- perform calculations on decimals including multiplying and dividing by powers of 10

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

Humanities and Social Sciences:

Students will explore the inquiry question: ***How do places, people and cultures differ across the world?***

They will:

- 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 and trends

present ideas, findings and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.

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

Languages: Japanese

Students will use language to explore the concept of school life in Japan and make connections with own school experiences.
This learning area will be taught, assessed and reported on.

The Arts: Music

Using body percussion, the children will work on creating a performance piece.
This learning area will be taught, assessed and reported on.

Health:

Students will describe the significance of physical activity to describe their own and others' contributions to safety and wellbeing. Students examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.
This learning area will be taught, assessed and reported on.

Physical Education:

Students will perform free running skills including running, jumping, landing, balancing and safety rolls. They will combine free running skills, movement concepts and strategies to complete obstacle courses.
This learning area will be taught, assessed and reported on.

Technology: Design

In this unit students become an engineer and learn about the design elements needed to build their own spaghetti bridge. Once designed, the students will produce a model using only spaghetti and PVA glue. The model will span a given distance between two tables and will have weight added until it fails. The criteria for the bridge's success will be its efficiency.
This learning area will be taught, assessed and reported on.

The Arts: Drama

In this unit, students make and respond to drama by exploring drama from different cultures, time and places in Europe and North America as stimulus.

Students will:

- explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama around ideas related to the interconnections between people and the environment to develop characters and situations
- develop skills and techniques of voice and movement to create character, mood and atmosphere, and focus dramatic action
- rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories (including those of Europe and North America) and engage an audience
- explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts.

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