



Curriculum Overview

Year 6

In Term 4, we will be learning about the following topics in each curriculum area:

English:

Students will view and analyse various poetry styles. They will learn about various language features and patterns and how they are used to enhance poems. They will select a style of poetry they prefer and create their own poem reminiscing on their time at primary school.

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

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

Science:

In the 'Energy and Electricity' unit, students 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.

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

Health & Physical Education:

In this unit, students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition. Students will also perform specialised tennis skills. They will combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They will demonstrate fair play and skills to work collaboratively during tennis activities and games.

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:

Statistics and Probability

- interpret and compare a range of data displays
- interpret secondary data presented in digital media and elsewhere
- compare observed frequencies across experiments with expected frequencies
- describe probabilities using fractions, decimals and percentages

Number and Algebra

- add and subtract decimals
- find a simple fraction of a quantity where the result is a whole number
- make connections between equivalent fractions, decimals and percentages
- continue and create sequences involving whole numbers, fractions and decimals

Investigating Measurement and Data

- interpret and compare data displays related to the performance of athletes over time
- use decimal representations connected to the metric system to solve measurement problems
- justify conclusions using mathematical reasoning and evidence from data

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

Humanities and Social Sciences:

In the 'Understanding Business' unit, students consider the economic, social, and environmental impacts of business decisions. They explore the concept of planning a business to benefit a local community and making informed decisions as a consumer.

Students will:

- investigate factors that influence consumer choices
- examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs
- evaluate the influence of personal preferences, economic factors, and social trends on consumer decisions
- present findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms

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

Languages: Japanese

In this unit, students will work in pairs to create a video about their life as an exchange student in Japan. They will use Japanese to discuss details of their school timetable, how they feel about parts of their day and their favourite parts about living in Japan.

Students will:

- Work collaboratively to show understanding of Japanese culture and expressions.
- Create a vlog with a partner expressing their interests and opinions in Japanese.
- Explain the differences in language structure between Japanese and English.

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

The Arts: Drama

Students work collaboratively as they use the elements of drama to shape character and movement in improvisation, play-building and performances for audiences.

Students will:

- Work collaboratively using the elements of drama to shape character, voice and movement in an improvisation and play building of a devised drama for an audience
- Explain how dramatic action and meaning are communicated in a drama they make, perform and view

This learning area will be taught, but not 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: Music

In this unit, students make, perform and respond to music through body percussion and 'found sounds'. They will also analyse a traditional dance from Thailand.

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