



Curriculum Overview

Year 6



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

English: Completing a novel study

Through a novel study, students explore themes of interpersonal relationships and ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning.

Students read, view and comprehend a selected novel which includes a range of less predictable characters and elaborated events including flashbacks and shifts in time.

Through texts, students identify narrative text structures and language features, recognising how authors often adapt these. Students identify and explain author style and analyse how language features work together to meet the purpose of the narrative.

Through teaching and learning, students plan, create, edit and publish a written imaginative text, organised into characteristic stages and phases of a narrative. Ideas are developed and expressed in varied and cohesive paragraphs, using a variety of complex sentences, expanded and sharpened through careful choice of vocabulary. They experiment with literary devices to shape meaning or evoke responses from the reader.

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

Mathematics:

Number and Algebra

- solve problems involving fractions, decimals and percentages of a quantity
- apply computational approaches to develop algorithms that use rules to generate numbers
- recognise and use rules that generate growing number patterns

Probability

- describe and compare probabilities numerically
- observe and compare long-run frequencies in repeated chance experiments and simulations

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

Science: Energy and Electricity

Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students 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. They identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.

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

Humanities and Social Sciences: A diverse and connected world

In this unit, students will develop an understanding of opportunity cost and why decisions involve trade-offs. They will learn how businesses provide goods and services and consider the effect of consumer and financial decisions on individuals, the community and the environment. Students will investigate enterprising behaviour and consider why this is important in business. They will partake in a guided inquiry lesson about the business of AFL football.

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

Health and Physical Education:

HEALTH- Transitioning

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.

MOVEMENT- Over the net

In this unit, students will 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

The Arts:

In Dance, with ZING Activ instructors, students will explore how dance reflects different time periods and places. They will research key features of historical dance styles. Students will learn and perform a short, choreographed routine that incorporates movements from these styles. The unit supports students to develop their understanding of how dance can communicate meaning, mood, and cultural context through the elements of dance and expressive skills.

This subject (Dance) will be taught, but not assessed and reported on.

Languages: Japanese - What is school life?

In this unit, students will collaboratively research and create a vlog about life as an exchange student. Students will discuss leisure activities and interests. They will gather information about the interests of Japanese children. Students will compare language structures and features in Japanese and English.

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