

Year 6 OVERVIEW

Term 2024



Religious Education

Focus: Scripture and Jesus

The students will:

- Explain how Jesus' life, death and resurrection provides us with the ultimate sign of hope.

Focus: Church and Community

Confirmation

The students will:

- explain why Confirmation is a significant sacrament
- interpret the meaning behind the symbolism of the Holy Spirit
- reflect on why the symbols used to represent the Holy Spirit are so important to our faith
- identify how the Holy Spirit was evident in the life of their chosen Saint
- identify the Holy Spirit at work in themselves
- make connections to similarities and differences between themselves and their Saint
- identify how they can use their gifts and talents to serve others

Inquiry

Big idea: Our Earth and Our Responsibility

Inquiry Question: How do my consumer choices impact our natural world?

The students will:

- Describe the difference between needs and wants and explain why choices need to be made
- Investigate the impact our actions and choices have on the world
- Examine how problems main contain more than one ethical issue
- Explore the significance of 'means versus ends' by considering two ways to act when presented with a problem
- Use the 'Problem Solving Process' to unpack and develop their thinking

English

Reading and Viewing

The students will:Pre

- Explore a range of information and persuasive texts (brochures, news reports, videos, advertisements, newsletters, magazine articles)
- Examine structures and features present in these information texts
- Analyse the effectiveness of these structures and features
- Comprehension strategies to interpret and analyse information and ideas

Research Process:

- Determine a reliable source
- Pose relevant questions
- Note take important information
- Paraphrase information into short summaries that are sequential.

English

Speaking and Listening

- Develop an understanding and appreciation that different social and geographical dialects or accents are used in Australia.
- Listen to discussions, clarify and challenge ideas to evaluate information.
- Develop skills to vary the presentation of information depending on the audience and situation.

English

Writing

Focus: Information and Persuasive texts

The students will:

- Plan and draft an information and persuasive text.
- Explore and experiment with text structures and language features
- Revise and edit for spelling and punctuation
- Edit for coherence, sequence and effective choice of vocabulary

Grammar:

- Prefixes and Suffixes
- Identify and examine different uses of commas.
- Identify and construct simple, compound and complex sentences.

Spelling:

The Spelling Program will continue with students working on weekly spelling rules and practising these at home. Students will also build on their use of vocabulary, using words from reading and practising misspelt words from their own writing.

Mathematics

Place Value:

The students will:

- revise and extend their knowledge of whole number, fractions and

Social and Emotional Learning (SEL)

Focus: Disability Inclusion

- Students will recognise that people with disabilities are

<p>decimals</p> <ul style="list-style-type: none"> • identify and describe number properties of prime, composite, square and triangular numbers • locate and represent whole numbers, fractions and decimals on a number line • continue and create sequences involving whole numbers, fractions and decimals and describe the rule used to create the sequence <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Apply efficient mental and written strategies to solve problems involving whole numbers and decimal numbers. • Apply strategies to solve real life addition and subtraction problems <p>Measurement</p> <ul style="list-style-type: none"> • Convert between common metric units of length, mass and capacity. • Connect volume and capacity and their units of measurement 	<p>important members of our diverse community.</p> <ul style="list-style-type: none"> • Students will celebrate the contributions and achievements of people with disabilities. • Students will recognise common myths and misconceptions about disability. • Students will understand the importance of removing barriers for people with disabilities and ensuring everyone has an opportunity to participate.
<p>Italian Focus: Al Ristorante Intentional Gesture teaching- <i>Focus language: Revising HFW- greetings and exchanges; Buongiorno (good morning), Arrivederci (Good bye), Come stai? (How are you?), Sto bene/male (I'm well/not well), per favore (please), grazie (thank you), Prego (you're welcome)</i> Classroom verb based instructional language and gestures Verbs: prendere and volere Questo semestre students will learn to: Ordering food at a restaurant Express their likes and dislikes Look at the types of restaurants in Italy and what a typical meal looks like Explore names of Italian restaurants in our city and their meanings Practise pronunciation and intonation</p>	<p>Physical Education The students will:</p> <ul style="list-style-type: none"> • To work in groups to train for Interschool sport, playing modified games and practising skills of netball, AFL and volleyball. • A golf unit where students will have the opportunity to use different golf clubs and practise different types of shots eg drive, chip, putt. • Participate in a range of games and sports where they will be required to work positively with other students, encouraging others and negotiating responsibilities
<p>Science Students will</p> <ul style="list-style-type: none"> - identify and classify materials as solids, liquids, or gases based on their observable properties - explore properties of materials and relate them to their use or function - investigate whether properties of material change, and the cause of the change 	<p>Visual Arts The students will:</p> <ul style="list-style-type: none"> • Continue to try different short art activities to enhance their sketching skills • Explore mindfulness activities using mineral paper • Use Australian artist Reg Mombasa to inspire their own portraits • Work through the design process to plan and produce their construction • Construct with a variety of recyclable items to create a standing sculpture
<p>Performing/ Media Arts Focus: DAW Bandlab Students will:</p> <ul style="list-style-type: none"> • Investigate song writing techniques in the creation of a school song • Be introduced to the Digital Audio Workstation - Bandlab • Explore basic rhythms and how to count them • Apply learnt rhythms to create various drum patterns in Bandlab • Investigate different genres of music and the elements that define them 	<p>Digital Technologies Focus: The student will:</p> <ul style="list-style-type: none"> • use applications such as Canva to present their ideas and information • use the scratch program to perform simple coding tasks