



YEAR 6 TERM FOUR CURRICULUM OVERVIEW

ENGLISH - Interpreting Imaginative Texts

Students will:

- read, view and comprehend different texts created to inform, influence and/or engage audiences.
- identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts.
- explain how language features including literary devices, and visual features influence audiences.
- plan, create and edit a written narrative, including a supporting image using elements of the science fiction genre, drawn from the unit novel and model texts.
- consider ideas for characters, setting and plot that explore an ethical dilemma or themes from the unit novel.

MATHEMATICS

Students will:

- construct simple prisms and pyramids
- conduct chance experiments; record data in a frequency table; calculate relative frequency; write probability as a fraction, decimal or per cent; compare observed and expected frequencies.
- compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, represent data from a chance experiment, problem solve and reason by interpreting secondary data.

SCIENCE - Energy and Electricity

Students will:

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

HASS - Australians as a Global Citizen

Students will explore the following key inquiry questions:

- What does it mean to be an Australian citizen?
- How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?

Learning opportunities support students to:

- recognise the responsibilities of citizens in Australia's democracy
- consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens
- identify different points of view
- examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children
- investigate stories of groups of people who have migrated to Australia since Federation
- evaluate the contribution of individuals and groups to the development of Australian society since Federation
- present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.

THE ARTS - Music

Students will:

- Explore Popular Music styles and genres
- Explore elements of Popular Music: instrumentation, form, technology, chord progressions, riffs, percussion and melodic lines
- Compose music using digital technology.

HEALTH AND PHYSICAL EDUCATION

In **Health**, students will continue to 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.

In **Physical Education**, through a team sport unit on Netball, students will

- Practise specialised movement skills and apply them in a variety of movement sequences and situations
- Propose and apply movement concepts and strategies with and without equipment
- Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing
- Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences
- Participate in physical activities from their own and others' cultures, and examine how involvement creates community

LANGUAGES - CHINESE

Students will:

- explore Chinese advertisements and make comparisons to the advertisements we see in Australia,
- identify and use key phrases to create an advertisement,
- apply emotive language in their advertisements,
- share their own translation of short texts with others and evaluate the effectiveness of their translation,
- view and interpret advertisements.