

Year 6, Semester 2 Key Learning Area Overview

Learning Area	Overview of Content	Assessment
English	<p>Term 3 Novel Comparisons Students listen to, read, view and analyse literary texts with the movie form on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message.</p> <p>Students participate in activities to further develop their reading skills with a specific focus on increasing vocabulary and comprehension skills. They recognise literal (right there) and implied (hidden) meanings by understanding complex sentences and language choices such as similes and metaphors. Students engage in synthetic phonics and vocabulary building activities, guided reading, home reading and Monty reading time.</p> <p>Term 4 In this unit students read and respond to a variety of poems focusing on the natural environment, specifically Australian Indigenous poetry. Students will demonstrate their understanding of how an author uses text structures to engage the audience. They will analyse and explain language features, images and vocabulary that represents specific ideas, character or events in poetry. Students will learn to select and use evidence in texts to support their responses</p> <p>Students participate in activities to further develop their reading skills by focusing on vocabulary development, fluency (pace, punctuation, phrasing and expression) and comprehension skills. They identify literal (right there) and implied (hidden) meanings. Students engage in synthetic phonics and vocabulary development activities, guided reading, home reading and Monty reading time.</p>	<p>Written response - Students plan, draft and write a comparison of film and a novel and discuss the similarities and differences between the film and the novel. They use appropriate language features, grammar, punctuation and spelling.</p> <p>Group Discussions: Students participate in group discussions about similarities and differences between film and narrative texts.</p> <p>Reading: Students read aloud and respond orally and in writing to comprehension questions.</p> <p>Students plan, draft and create their own poems demonstrating their understanding of poetic structure, poetic devices, grammar and spelling.</p> <p>Reading and comprehension: Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.</p>
Maths	<p>Term 3 Students continue to build their understandings of place value through the exploration of large numbers. They recognise, model, read, write, partition in standard and nonstandard ways, continue and create sequences involving whole numbers and decimals and describe the rule used to create these sequences. Students discover the properties of prime, composite, square and triangular numbers. They multiply and divide, solve problems involving all four operations with whole numbers, compare and order numbers and investigate positive and negative numbers. Students investigate the order of operations to perform calculations and use this information to develop efficient strategies for solving mathematical challenges. They use concrete, representational (drawing) and abstract (algorithm or formula) representations to assist their mathematical concept development.</p>	<p>Students participate in hands on activities that provide teachers with opportunities to observe students' abilities to count, order, and partition numbers flexibly. They also complete assessment tasks designed to demonstrate their understanding, fluency, problem solving and reasoning skills.</p>

	<p>They order and compare, add and subtract fractions, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in tenths and hundredths, and solve problems involving fractions and decimals. Students create and complete sequences involving fractions and decimals, describe the rule used to create the sequence.</p> <p>Students identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants.</p> <p>Students represent the probability of outcomes as a fraction or decimal and conduct chance experiments. They revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose and use of different displays, and identify the difference between categorical and numerical data.</p>	
	<p>Term 4</p> <p>Students consolidate their understandings of place value through the exploration of large numbers. They recognise, model, read, write, partition in standard and nonstandard ways, continue and create sequences involving whole numbers and decimals and describe the rule used to create these sequences. Students discover the properties of prime, composite, square and triangular numbers. They multiply and divide, solve problems involving all four operations with whole numbers, compare and order numbers and investigate positive and negative numbers. Students investigate the order of operations to perform calculations and use this information to develop efficient strategies for solving mathematical challenges. They use concrete, representational (drawing) and abstract (algorithm or formula) representations to assist their mathematical concept development.</p> <p>Students connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area and connect volume and capacity.</p> <p>Students apply one-step transformations and describe combinations of translations, reflections and rotations.</p> <p>Students problem solve and reason to create nets and construct models of simple prisms and pyramids and make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.</p>	<p>Students complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include:</p> <ul style="list-style-type: none"> • Ongoing teacher observations • Student work samples • Problem solving investigations reflecting real life contexts • Fluency tasks • Short answer response assessments which may be digital or paper based.
Science	<p>Term 3</p> <p>Chemical Sciences</p> <p>Students broaden their classification of matter to include gases and begin to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways. Students</p>	<p>Experimental investigation - Investigating evaporation and explaining solids, liquids and gases: students conduct an investigation to explore what happens to the amount of evaporation when a container of water is placed in the sun. They develop a scientific question and prediction, and create a</p>

	<p>investigate if these changes can be classified as reversible or irreversible. Students pose questions; make predictions and plan investigation methods using fair testing to answer their questions. They identify and assess risks, make observations, accurately record and represent data in tables and graphs. They identify patterns and relationships in data and compare patterns with their predictions when suggesting explanations. Students suggest ways to improve fairness and accuracy of their investigation. They explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.</p>	<p>scientific method. They identify safety considerations, record observations, make a graph of the results, identify patterns in their data and compare patterns with predictions when suggesting explanations. Students describe ways to improve the fairness of their investigation.</p>
	<p>Term 4 Biological Science In this unit students will describe how the growth and survival of living things are affected by physical conditions of their environment, particularly in desert/ remote and rural regions of Australia. They will predict how changes to the environment might affect living things including flora and fauna. They will explain how scientific knowledge and cultural knowledge of Indigenous Australians, help to solve problems involving environmental change and inform decisions made to cope or manage them. Through their analysis of the relationships between living things and their environments, students will communicate their understanding by creating a game (multimodal or physical) based on their findings and research.</p> <p>Students explore the environmental conditions that affect the growth and survival of living things. They analyse the structural features and behavioural adaptations that assist living things to survive in their environment. They understand that science involves using evidence and comparing data to develop explanations. Students investigate the relationships between the factors that influence how plants and animals survive in their environments, including those that survive in extreme environments, and use this knowledge to design creatures with adaptations that are suitable for survival in prescribed environments. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.</p>	<p>Poster/Multimodal presentation- Creating a creature: students analyse how the form of living things enables them to function in their environments. Students use environmental data when suggesting explanations for difference in structural features of creatures. Students communicate ideas using multimodal texts.</p>
HASS	<p>Term 3 Geography - How do places, people and cultures differ across the world? Students examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia. They investigate differences in the economic, demographic and social characteristics of</p>	<p>Research: People and the environment and Geographical Mapping - students investigate the characteristics of places and use evidence to draw conclusions about a preferred place to live. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections and</p>

	<p>countries across the world. Students consider the world's cultural diversity, including that of its indigenous peoples. They identify Australia's connections with other countries. Students organise and represent data in large- and small-scale maps using appropriate conventions. They interpret data to identify, describe and compare distributions and trends. Students present ideas, findings and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms</p> <p>Term 4 Geography / Civics and Citizenship / Business and Economics</p> <p>In this unit, students develop an understanding of opportunity cost and why decisions involve trade-offs. They learn how businesses provide goods and services and consider the effect of consumer and financial decisions on individuals, the community and the environment. Students also investigate enterprising behaviour and consider why this is important in business. The unit concludes with a guided inquiry process through a focus on the business of AFL football.</p>	<p>interpret data (including large-scale and small-scale maps, using basic conventions) to identify and describe distributions, simple patterns and trends.</p> <p>Collection of Work: students explain how people in communities make decisions about the use of resources to meet their needs and wants. They identify and present findings about different strategies that can be used to help make informed personal consumer and financial choices.</p>
Technologies	<p>Digital Technologies</p> <p>Students explain how digital systems use whole numbers as a basis for representing a variety of data types (Binary). Students will identify input and output and digital systems with understanding on data sources stored within SMSS library system. Students will program spike prime to navigate a maze and include sound, image and a variation or turns. Students engage in a number of activities, investigating, following, modifying and designing algorithms, developing skills and working collaboratively.</p>	<p>Students describe digital systems and their components and explain how digital systems connect together to form a network. Students use a variety of technological resources to code and demonstrate the skills of defining, implementing using visual programming, managing and evaluating.</p>
The Arts	<p>Term 3 Drama</p> <p>In this unit students will explore the fundamentals of drama, why it is made and performed. They will learn about the elements of drama and how to use them. Students will work collaboratively to create an improvisation drama that builds on character/role and tension in a selected scene from 'Where the wild things are'. They will explain how this dramatic action is communicated through the performance. Students plan, make, perform and actively respond to their developing drama and the drama of others.</p>	<p>Drama</p> <p>Students will compile a collection of work throughout the unit that demonstrates their ability to devise, respond and perform drama of their chosen scene.</p>
	<p>Term 3 & 4 Media Arts</p> <p>Students explore different aspects of the film genre to discover its purpose. They observe and analyse the media arts elements used in film. Students will apply their knowledge by planning, filming, and editing artworks to hone their creative skills.</p>	<p>Term 3 & 4 Media Arts</p> <p>Students demonstrate their knowledge and skills by collaborating in teams to create a reimagined movie trailer for the film 'Where the Wild Things Are'. Students plan, film, and edit the movie trailer to represent the story in their chosen genre. They explain their understanding of movie trailers, and decision-making processes for their own artwork.</p>

	<p>Term 4 Dance Students describe and explain how choreographic devices and production elements communicate meaning within the dances they make, perform and view. They will explore and experiment with how movement can express emotion and story. Students will learn about expressive skills to communicate ideas, improve technical skills including body control, accuracy, alignment, strength, balance and coordination. They will structure movements into sequences using dance fundamentals to choreographic a story that represents one of the four elements of matter; fire, water, wind or earth. They perform dance and respond to dances made by others.</p>	<p>Dance Students will learn and perform a sequence of dance movements incorporating choreographic elements that represent one of the four elements of fire, water, wind or earth. They demonstrate technical and expressive skills. safe dance practices and respond to dances made by others.</p>
Health and Physical Education	<p>Term 3 Health Students analyse their own identity and that of a person of influence with whom they identify.</p> <p>Movement Students will explore different traditional Indigenous games and explore the skills that required to play them, students will explore how playing games from different cultures can create community understanding. Students will discuss different ways in which they can make these games fair and different ways they can score these activities.</p> <p>Term 4 Health Students examine how wellbeing is impacted by accessing a range of physical, environmental and culturally diverse opportunities.</p> <p>Movement Students explore a range of different specialised movement skills. These movements will include kicking, marking, and handballing. Students will learn these skills through an AFL Blitz program over the term.</p>	<p>Health Students describe being a part of a community and the influence of people and place on identity.</p> <p>Movement Observe movement skills associated with large ball games (overarm shoulder pass, chest pass, bounce pass, dribbling) and catching and transfer them to a range of movement situations.</p> <p>Health Students examine how their identity changes as they get older and the need to understand how they can best take care of their well-being.</p> <p>Movement Observation of students performing the specialised movement skills of kicking, marking, and handballing.</p>
LOTE (Language Other Than English) Chinese	<p>(Mandarin) Language and Intercultural Understanding Students learn a combination of language and culture. They learn to communicate using basic greetings, introducing themselves, communicating likes and farm animals. Students also learn how to count from 1 to 5 and write the Chinese characters for these numbers. In Culture they learn about; Beijing, Spring Festival, Ice Sculptures, the Panda, the Golden Snub-Nosed Monkey and Chinese animal sounds. They also take part in two activities related to Chinese culture; Tai Chi and making play dough dumplings.</p>	<p>Students complete assessments in a variety of ways to demonstrate their understanding of Language and Cultural concepts. These assessments include:</p> <ul style="list-style-type: none"> • Ongoing teacher observations occurring throughout the Chinese lesson focusing on student pronunciation, listening skills, vocabulary development, participation and cultural understandings • Quizzes and questioning • Vocabulary assessment (digital format) • Student work samples – drawing, writing, visual representations