

# Year 6 OVERVIEW

Term 3 2024



## Religious Education

### Big Idea:

**Focus:** Confirmation

The students will:

- receive the Sacrament of Confirmation.

Focus: Church and Community, God Religion and Life.

We can all contribute to the Mission of the Catholic Church in our community.

- I can detail the difference between a christian vocation and a career.
- I can investigate and interpret who inspires me to live out the church's mission.
- I can make judgments about the vocational work demonstrated by modern day disciples.
- I can reflect on how I can be an active member of the church community using their gifts for the benefit of themselves and others.
- I can emulate a modern day disciple by using my God given gifts to contribute to the mission of the church.

## Inquiry

**Throughline:** Listening to the voices of the Past

**Key Concepts:** Citizenship, Cause and Effect, Identity.

**Inquiry Process:** Research Process

**Inquiry Question:** "Who am I and What do I stand for?"

**The students will:**

- Develop a solid understanding of the importance of citizenship through unpacking the formation and functioning of the Australian government.
- Explore the impact of historical events and influential individuals, examining how these elements shape national and personal identity.
- Develop critical thinking skills and empathy, becoming increasingly aware of their own beliefs and values. This awareness will support them in cultivating a sense of responsibility towards their community and the broader world.

## English

### Reading and Viewing:

**The students will:**

- Summarise the main idea of paragraphs
- Use evidence to support the main idea
- Evaluate the author's intention
- Identify the key themes within a text
- Undertake a novel and film study

### Speaking and Listening:

- participate in and contribute to discussions, both small group and whole class
- listen to discussions, clarify and challenge ideas
- vary the use of language to adjust to the audience and purpose
- develop and support arguments through verbal interactions (debating)

## English

### Writing:

**The students will:**

- plan/draft/publish imaginative and persuasive texts
- apply complex vocabulary using the right context to engage their reader
- Grammar? ???/ commas, speech marks????
- Use simple, compound, complex sentences in their writing

### Spelling:

The SMART Spelling Program will continue with students working on weekly spelling rules with practise both at school and home.

Students will begin to complete extra school and homework activities such as dictionary meanings, syllable breaking and writing sentences.

## Mathematics

### Focus: Multiplication and Division

- Whole number and decimal numbers multiplication strategies including the vertical algorithm
- Whole number and decimal division strategies including short division

## Social and Emotional Learning (SEL)

### Focus: Emotional Management

The students will work on the following:

- **Problem Solving (team building)**
  - How to deal with problems
  - Exploring strategies that works

<p><b>Focus: Fractions</b></p> <ul style="list-style-type: none"> <li>● Compare fractions, locate and represent on number lines</li> <li>● Add and subtract fractions with same or related fractions</li> <li>● Find a simple fraction of a quantity</li> <li>● Make connections between equivalent fractions, decimals and percentages</li> </ul> <p><b>Focus: Measurement</b></p> <ul style="list-style-type: none"> <li>● Convert between common metric units of length, mass and capacity.</li> <li>● Connect volume and capacity and their units of measurement</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Resilience</b> <ul style="list-style-type: none"> <li>- helpful and unhelpful thinking</li> <li>- positive coping strategies</li> <li>- Identifying emotional triggers</li> <li>- help seeking</li> </ul> </li> </ul>
<p><b>Italian</b></p> <p><b>Focus: Italian Migration Dove abiti? (Where do you live?) Da dove viene? (Where do you come from?)</b></p> <p>Questo semestre students will:</p> <ul style="list-style-type: none"> <li>● <b>Intentional Gesture teaching-</b> Revising HFW- <i>Buongiorno</i> (good morning), <i>Arrivederci</i> (Good bye), <i>Come stai?</i> (How are you?), <i>Sto bene/male</i> (I'm well/not well)</li> <li>● <u>Focus language:</u> <i>Dove abito? (Where do you live) Da dove viene? (Where do you come from?) Abito a... Abito in... (I live in...) Vengo da (I come from...) Family members</i></li> </ul> <p><b>Italian Migration:</b> Explore the impact that Italian migration had on Australian society. Discover our own family's migration stories from around the world.</p> <p><b>Italian Day Celebrations:</b> celebrate Italian culture with a fun day at school.</p>	<p><b>Physical Education</b></p> <p><b>Focus:</b> Gymnastics and Fundamental Movement Skills: leap, vertical jump, kick</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Participate in a gymnastics unit that introduces skills including; rolling, static balances, forward rolls, log rolls and correct landing techniques.</li> <li>● Complete activities that focus on the fundamental movement skills: leap, vertical jump, kick</li> <li>● Use their understanding of fundamental movement skills to participate in games and activities which require balance, rolling and body control to complete successfully</li> </ul> <p>In PE this semester the students have:</p> <ul style="list-style-type: none"> <li>-Participated in a gymnastics unit where students learnt to hold a range of balance positions, jump and land safely from trampolines in the 'motorbike' position, twisting jumps, forward, log and egg rolls, walk confidently along balance beams both forward and backwards and complete obstacle courses incorporating a range of gymnastics skills.</li> <li>-Played a range of spatial awareness games which have helped students begin to learn more complex fundamental movement skills including dodging, turning quickly and safely and being aware of their surroundings to avoid opponents.</li> <li>-Practised the Fundamental Movement Skills: throw, catch and bounce through activities and games and adapted their techniques to match the environment or game.</li> </ul>
<p><b>Science</b></p> <p><b>Focus: Physical Sciences - Light</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Explore the properties of light and how it enables us to see.</li> <li>● Investigate how light from a source forms shadows</li> <li>● Explain how objects reflect, absorb and refract light through hands-on investigations.</li> <li>● Understand how we can use light to meet our needs.</li> </ul>	<p><b>Visual Arts</b></p> <p><b>Focus:</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Complete their construction art, including painting and embellishing, from term 2</li> <li>● Create their textile symbol for Confirmation</li> <li>● Extend their sketching and observation skills through macro drawing of natural objects</li> <li>● Explore a variety of ways natural objects found on walks around our school can be used to create artwork</li> <li>● Explore the techniques of pinch pot and coil to produce their own flower pots</li> </ul>

**Performing Arts - Music****Focus:Keyboard Music**

Students will:

- Continue to explore the Chrome lab music tools suite
- Continue to investigate basic music theory -This term the focus will be on pitch names in the treble clef and music notation using quarter note and eighth note values
- Continue with basic keyboard skills using a MIDI keyboard device
- Expand their repertoire of songs that they can play on the keyboard

**Digital Technologies**

The students will:

- Individually and with others, plan, create and communicate ideas and information safely.
- Recognise different types of data.
- Define simple problems, and describe and follow a sequence of steps.
- Develop digital solutions as simple visual programs.
- Design, modify and follow simple algorithms.
- Investigate and understand Binary numbers.
- use the SC First program to perform simple coding tasks