

CURRICULUM OVERVIEW - Year 6 - Term 1 2018

Every Learner, Every Day - Transforming Lives

15 February 2018

Welcome to another year of learning at Holy Spirit, St Clair, where we believe that a strong partnership between parents, students and teachers is essential to ensure the best education for your child. Below is an overview of what your child will be learning this term.

Religious Education

This term we will learn about *Servant Leadership*. Students will compare and contrast different styles of leadership. They will identify and explain the characteristics of the servant leadership displayed by Moses and Jesus. They will also apply the Christian deals of leadership through their various roles in our school community.

Students will also undertake learning about Lent (*Practices and Promises*). They will identify and give examples of three forms of Lenten penance, research examples of Old Testament covenants, commandments (including the Ten Commandments) and laws and describe and explain the importance of the covenant relationship between God and the people of Israel. Students will propose ways in which their relationship with God and others can be renewed through the undertaking of Lenten promises.

In addition to this, students will learn about the Easter Triduum (*Crossroads*), recalling and exploring 'crossroad' situations when they had to make decisions in their own lives. They will also explain how Jesus, Pilate, Judas, Peter and the other disciples were confronted with 'crossroad' situations. They will dramatise Christian responses to real-life moral dilemmas. Students will link the events of Jesus' passion, death and resurrection with the liturgies celebrated in Holy Week and Easter.



Students will complete the unit, *Easter - Follow Me*. In this unit they will identify some of the characteristics of people who believe in and follow Jesus. They will also explain what Jesus meant by the invitation, 'Come, follow me' with reference to the Gospel readings of the Easter Season, and identify ways in which young people today can take up Jesus' invitation to 'Follow me'.

English

Across Stage 3 students will communicate effectively, using considered language for a variety of specific purposes. They will demonstrate active listening behaviours in order to gather specific information and ideas, work productively in pairs or groups to deliver effective presentations using various skills and strategies and collaborate in order to share and evaluate ideas and opinions and to develop different points of view.

Students will independently read and view an extensive range of complex texts using a comprehensive range of skills and strategies, respond to themes and issues in texts, recognise point of view and justify interpretations. They will identify, critically analyse and respond to techniques, literary devices and language features used by writers to influence

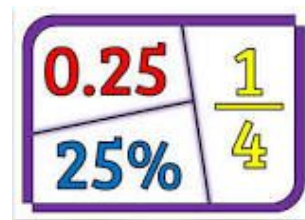
readers, compare and accurately summarise information on a particular topic from different texts and make well-supported generalisations about the topic.

Students will create well-structured and well-presented written and multimodal texts that deal with complex topics and issues. They will select information from personal, literary and researched resources and adapt imaginative ideas and situations from literature when writing. Students will write well-structured sentences and paragraphs on particular aspects of a topic, clarifying and explaining how choice of language and other features influences meaning. They will make considered choices from an expanding vocabulary. They will evaluate the effectiveness of their writing by drafting, proofreading, editing, reviewing and publishing. Students will develop a fluent cursive writing style and employ digital technology to present written texts effectively in a variety of ways for different purposes and audiences.

Mathematics

Students will undertake investigations, selecting appropriate problem-solving strategies to demonstrate fluency in mathematical techniques. They will use mathematical terminology and some conventions, and give valid reasons when comparing and selecting from possible solutions, making connections with existing knowledge and understanding.

Students will select and apply appropriate mental, written or calculator strategies for the four operations and check the reasonableness of answers using estimation. They solve word problems and apply the order of operations to number sentences where required. Students will identify factors and multiples and recognise the properties of prime, composite, square and triangular numbers. They will connect fractions, decimals and percentages as different representations of the same value. Students will compare, order and perform calculations with simple fractions, decimals and percentages and apply the four operations to money in real-life situations. Students record, describe and continue geometric and number patterns and find missing numbers in number sentences. They locate an ordered pair in any one of the four quadrants on the Cartesian plane.



Students will measure and construct angles and find unknown angles in diagrams using known angle results. They use a grid-reference system to locate landmarks and describe routes using landmarks and directional language.

History - Australia as a Nation



Across Semester 2 students describe and explain the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation. They describe and explain different experiences of people living in the Australian colonies and then in Australia as a nation. Students identify change and continuity and describe the causes and effects of change in Australian society. Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedoms including Aboriginal and Torres Strait Islander peoples. Students engage with global connections through stories of various migrant groups and their contribution to Australia's economic and social development.

Science - Marvellous Micro-organisms

Students will learn to show interest and enthusiasm towards science and technology, responding to their curiosity, questions and perceived needs and wants. They will engage responsibly with issues that are relevant to their lives. Students will pose questions, predict, investigate, collect and record data to draw evidence-based conclusions and develop explanations.

Students develop an understanding of the role of micro-organisms in food and medicine. Students investigate the conditions micro-organisms need to grow, learn about yeast and the bread-making process and research the development of penicillin.

Students learn that some micro-organisms are helpful, while others are harmful. They come to understand that pathogenic micro-organisms can cause diseases like sore throats, influenza, tuberculosis and AIDS and that decomposer micro-organisms decay rotting plant and animal matter, returning important nutrients to the soil. They also explore food spoilage micro-organisms, like mould, that ruin stored food. They study bacteria and yeasts that are vital to the production of food and drinks like yoghurt, bread beer and wine.



Personal Development, Health & Physical Education

Students will refer to a sense of their own worth and dignity and will respect the rights of others to hold different values and attitudes from their own. They will describe roles and responsibilities in developing and maintaining positive relationships and will communicate confidently in a variety of situations. They will participate in *The Leader in Me*, which focuses on issues centred around leadership.

Students will also willingly participate in regular physical activity. They will demonstrate ways of maintaining and improving the quality of an active lifestyle, as well as applying movement skills in games and sports that require communication, cooperation, decision-making and observation of rules.

Creative Arts

Students will be involved in Visual Arts and Music experiences across Term 1.

In Visual Arts they will investigate subject matter in an attempt to represent likenesses of things in the world, as well as making a variety of artworks for different audiences. They will acknowledge that audiences respond in different ways to the same artwork.

In Music students will sing, play and move to a range of music, individually and in groups, demonstrating a knowledge of musical concepts (duration, pitch, dynamics, tone colour and structure). They will improvise, experiment, select, combine and order sound using musical concepts, as well as notating their own work and that of others. They will also identify the use of musical concepts and symbols in a range of musical styles.

How to Help your Child at Home

Some children may benefit from you spending a few minutes with them to organise their homework before they start it. This may include helping them to order the sequence of tasks for that night or week and setting an amount of time for them to finish it. Give positive feedback and praise children for good work completed. It is important to show an interest in your child's work as it makes them feel less isolated from the rest of the family. If the homework is too difficult for your children, please talk with your child and encourage them to speak to their teacher.

Parents can assist by asking children questions prior to, during or after their reading – this directs their reading. It is also helpful for children to verbalize what they are about to write prior to writing. This can mean talking to you about the topic or explaining the main points. This process greatly aids fluency and volume and helps cement thoughts prior to writing.

Parents can find out more ways to assist their children at home by attending information or curriculum days or nights, or drawing on the expertise of your classroom teachers at a parent/teacher meeting.

For further information, refer to the [Background Information for Parents on the Year 6 Homework Grid](#) on the student's **Homework Google Classroom**.

Further information will be provided relating to content across each of the learning areas at the beginning of every term. Thank you for your ongoing support.

Mrs Green, Mrs Chapman & Ms May.