

CURRICULUM OVERVIEW - Year 6 - Term 3 2018

Every Learner, Every Day - Transforming Lives

Aug 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 *Sacraments of Service*. In this unit students will relate the service of married couples and priests to the family and the parish with the meaning and celebration of the sacraments of Marriage and Holy Orders. Students are encouraged to reflect upon the nature of their own vocation and how it is to be lived out in their daily lives.



In addition to this, the students will also demonstrate an understanding and appreciation of Christian life as a response to God's love of us and of all creation in leadership and service of others and care for the earth in *Stewards of Creation*. In this unit the students will deepen their understanding and appreciation of creation and of God's revelation in creation. They will appreciate their significant role and responsibility as stewards who care for creation.

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 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 will 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.



Geography - A Diverse and Connected World

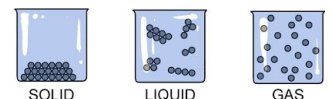


Across Semester 2 students describe the diverse characteristics of places in different locations across local and global scales. They explain interactions between people, places and environments and identify factors influencing interconnections. Students compare spatial distributions and patterns among phenomena. They explore how people respond to a geographical challenge and investigate reasons for differing perspectives.

Students develop geographical questions to frame an inquiry. They use a variety of strategies to locate, collect and record relevant data and information to answer inquiry questions. They represent data in different forms. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose solutions, and may take action in response to a geographical challenge and describe the expected effects of their proposal.

Science - Change Detectives

Change Detectives focuses on the Western science way of making evidence-based claims about the way objects change, whether physically, chemically or through the gaining or losing of heat energy to cause a change of state.



Aboriginal and Torres Strait Islander Peoples might have other explanations for the observed phenomenon of materials changing from liquids to solids or vice versa. Students learn about how changes to materials can be reversible or irreversible. This provides opportunities for students to understand why and how substances change and how the world is made up of constantly moving particles. A deeper understanding of the composition of everyday materials and the factors that influence change can assist them to develop knowledge, skills and values for making decisions about individual and community actions that contribute to sustainable patterns of use of the Earth's natural resources.

Personal Development, Health & Physical Education



This strand develops each student's competence and confidence in a broad range of games, sports and physical activities. Students develop fundamental movement skills (FMS), progressing to more games and sports-specific skills in non-competitive and competitive environments that foster positive feelings of success and enjoyment.

This strand involves predominantly practical lessons but also requires the development of theoretical understanding. It is important that each games lesson includes the following sequence: warm-up – skill development – game, context – warm-down. The middle section or body of each lesson is often termed the 'skill development' section, where students explore and practise skills individually, in pairs and in small groups. The culmination of this section is usually a game that allows students to apply the skills of the lesson in a game context. There are other approaches that may be considered for older children, such as 'game sense'. The major focus of this approach is on the development of movement skills through problem solving and experimentation. It also places an emphasis on understanding the game context and the development of game tactics.

Creative Arts

Students will be involved in Visual Arts and Music experiences across Term 3.

In Visual Arts they will think about their artmaking as a kind of social practice that employs both their own resources and their understanding of art. They will then apply what they have learnt about concepts in the artworld to their artmaking.



In Music the students will be learning about tone colour (*Exploring Tone Colour*). This unit draws on environmental sounds and recordings of traditional and contemporary recordings of Aboriginal and Torres Strait Islander music to provide a sequence of activities based on the musical concept of tone colour, which is explored through listening, organising sound and performing, focusing on rhythmic activities.

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.