

**YEAR 6, TERM 1, 2022 OUTLINE**  
**Mr Kim Hughes & Mrs Anna Murphy**

RELIGIOUS EDUCATION	ENGLISH
<p><b>WEEK 1-5 - VOCATION</b>            Christians are called to share in God's work. This calling is their 'vocation.' Your child will learn that Christian vocations as lived through the lifestyles of being single, married, a priest or religious brother and sister, are the different ways that people are called to love. The call 'to love' is what God asks of his followers. The main point to be emphasised in this unit is the human vocation to serve as 'God's fellow workers' in creation.</p> <p><b>WEEK 6-10 - LENT &amp; EASTER</b>            During the time of Lent people are called to be more like Jesus. Your child will explore the ways that they can do this by showing love, forgiveness and compassion to others. They will reflect on the ways that communities continue to live the teachings of Jesus in parish communities. Your child will learn the parts of the Easter Vigil Liturgy which marks the beginning of Easter, and the ways people continue to celebrate and live the teachings of Jesus.</p>	<p><b>Reading and Viewing</b>            Students will be engaged in Shared and Guided Reading with a focus on various explanation and narrative texts. The following reading and comprehension strategies will also be explored:</p> <p><i>Making Connections</i>  <i>Predicting</i>  <i>Finding specific literal information</i>  <i>Inferring</i>  <i>Questioning</i>  <i>Main Idea</i>  <i>Summarising</i></p> <p><b>Writing</b>            Students will be focusing on the purpose and structure of informational and imaginative texts. Specifically, we will be studying <b>Explanation and Narrative</b>. By the end of the term, students will produce a writing piece using both genres.</p> <p><b>Speaking and Listening</b>            Students will be encouraged and scaffolded to participate in and contribute to both guided and independent discussions. Collaboration will be emphasised when developing ideas, analysing texts and planning writing. Students will also be encouraged to read and share their writing pieces.</p> <p><b>Spelling</b>            Diana Rigg Spelling – Students will be given targeted and differentiated spelling lists each week that are appropriate to their individual spelling level. They will each work with the teacher in a target group in addition to completing independent spelling activities, weekly dictation, and spelling tests.</p>
MATHS	HASS
<p><b>Number and Algebra:</b> <i>Number and Place value</i></p> <p>Identify and describe properties of prime, composite, <u>square</u> and triangular numbers.</p> <p>Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers.</p> <p>Investigate everyday situations that use integers. Locate and represent these numbers on a <u>number line</u>.</p> <p><b>Measurement &amp; Geometry:</b> <i>Using Units of Measurement</i></p> <p>Recognising equivalence of measurements (e.g., metres and centimetres).            Planning a trip using one or two modes of public transport.            Developing a timetable of daily activities.</p> <p><b>Mathematical Proficiencies</b></p> <p>Understanding            Fluency            Problem Solving            Reasoning</p>	<p><b>History</b></p> <p>Key figures (e.g. Henry Parkes, Edmund Barton, George Reid, John Quick), ideas and events (e.g. the Tenterfield Oration, the Corowa Conference, the referendums) that led to Australia's Federation and <u>Constitution</u>, including British and American influences on Australia's <u>system</u> of law and <u>government</u> (e.g. Magna Carta, <u>federalism</u>, <u>constitutional monarchy</u>, the <u>Westminster system</u>, the Houses of <u>Parliament</u>)</p> <p>Experiences of Australia's <u>democracy</u> and <u>citizenship</u>, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women and children</p> <p>Stories of groups of people who migrated to Australia (including from <b>one</b> Asian country), the reasons they migrated (e.g., push-pull factors) and their contributions to society</p> <p><b>Geography</b> (Taught by Mrs Matthews on Tuesday's)</p> <p>Students inquire into the factors that shape the diverse characteristics of different places and how people, places and environments are interconnected, including a study of the world's cultural, economic, demographic and social diversity. The development of the students' mental map of the world is extended through a study of the location of countries in the Asia region. places.</p>
DIGITAL TECHNOLOGY	HEALTH
<p>Create and communicate information, including online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct).</p> <p>Exploring how digital systems have components with basic functions that may connect functions that may connect to form networks which transmit data.</p>	<p>Ways that personal <u>identities</u> change over time.            Strategies that promote a healthy lifestyle, such as:</p> <ul style="list-style-type: none"> <li>- refusing medicines, tobacco, alcohol or other drugs</li> <li>- improving the nutritional value in meals</li> <li>- increasing physical activity</li> <li>- being safe in an online environment</li> </ul> <p>Situations in which emotions can influence decision-making:</p> <ul style="list-style-type: none"> <li>- in peer group</li> <li>- with friends</li> <li>- with family</li> <li>- during sporting or physical activities</li> </ul> <p><i>Keeping Safe Curriculum Focus Area 1 – The Right to be Safe</i></p>
VISUAL ART	SPECIALIST SUBJECTS

Exploration of artwork from various artists and different approaches used to communicate ideas, beliefs, and opinions.

Development and application of artistic techniques and processes with:

- Shape (convex, concave)
- Colour (expressive colours, natural colours)
- Line (implied lines for movement and depth)
- Space (shading – creating illusion of depth)
- Texture (textures created with a variety of tools, materials, and techniques, patterning)
- Value (gradations of value)

to create artwork

Presentation and reflection of ideas, feelings, and opinions in artwork, including consideration of audience and feedback

Responses that identify and describe, using visual art terminology, how visual art elements and techniques are used to communicate meaning and purpose in artwork

Science: Mrs Martha Ercole  
Sport: Mrs Linda Matthews  
HASS: Mrs Linda Matthews  
Italian: Zina Gangemi  
Music: Mr Nicholas Dabbs