

YEAR 6, TERM 2, 2022 OUTLINE
Mr Kim Hughes & Mrs Anna Murphy

RELIGIOUS EDUCATION	ENGLISH
<p>WEEK 1-5 – CONFIRMATION</p> <p>This Year 6 unit explores how God made people with a body and a soul, and that our soul helps us to be loving and good. Your child will learn that the soul is not a physical part of the body but will last forever even after physical death. God created people with a body and soul. During the Sacrament of Confirmation, the gifts received at Baptism are strengthened by the Holy Spirit which helps people to live as Jesus taught. Your child will learn that when they use the gifts of the Holy Spirit people are able to think, speak and behave more like Jesus in their daily lives.</p> <ul style="list-style-type: none"> • Jesus promised the Holy Spirit • The gift of the Holy Spirit • Celebrating the Sacrament of Confirmation • The fruits of the Holy Spirit strengthen people to live like Jesus • Every Sunday is a new Pentecost <p>WEEK 6-10 – EUCHARIST</p> <p>This Year 6 unit explores how God created the world to provide for the needs of all of creation. The world was created for all people and everybody has a role in caring for the environment and creating a sustainable world. The Eucharist is a celebration that helps each person to live and act as Jesus did by showing love and serving others. Your child will learn that during the celebration of the Eucharist Jesus is present in four ways: the consecrated bread and wine, the person of the priest, the readings from the Bible and the people who gather for mass. When people gather for Mass they are more able to go out and be like Jesus in the world.</p> <p>People depend on the earth and its resources</p> <ul style="list-style-type: none"> • Jesus taught the importance of caring for those in need • People are called to serve others • Every Eucharist is a call to service • Jesus is present in the Eucharist • The Mass prepares people to go and be like Jesus in the world 	<p>Reading and Viewing</p> <p>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></p> <p>Writing</p> <p>Students will be focusing on the purpose and structure of informational and imaginative texts. Specifically, we will be studying Discussion and Procedure. By the end of the term, students will produce a writing piece using both genres.</p> <p>Speaking and Listening</p> <p>Students will plan, rehearse and deliver a presentation and continue to be encouraged and scaffolded to participate in and contribute to both guided and independent discussions. Students will formally present their discussion writing sample.</p> <p>Spelling</p> <p>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>Number and Algebra: <i>Number and Place value</i></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>Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies.</p> <p>Multiply and divide decimals by powers of 10.</p> <p>Solve problems involving addition and subtraction of fractions with the same or related denominators.</p> <p>Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies.</p> <p>Measurement and Geometry: <i>Using Units of Measurement</i></p> <p>Convert between common metric units of length, mass and capacity</p> <p>Solve problems involving the comparison of lengths and areas using appropriate units</p> <p>Statistics and probability</p> <p>Describe probabilities using fractions, decimals, and percentages. Compare observed frequencies across experiments with expected frequencies.</p> <p>Mathematical Proficiencies</p> <p>Understanding Fluency Problem Solving Reasoning</p>	<p>History</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 Constitution, including British and American influences on Australia's system of law and government (e.g. Magna Carta, federalism, constitutional monarchy, the Westminster system, the Houses of Parliament)</p> <p>Experiences of Australia's democracy and citizenship, 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 one Asian country), the reasons they migrated (e.g., push-pull factors) and their contributions to society</p> <p>Geography (Taught by Mrs Matthews on Tuesday's)</p> <p>Students explore the diverse environments, peoples and cultures within the Asia region and at a global level (space, place, environment) and expand their mental map of the world. Students examine Australia's various connections with other countries and places throughout the world, how these are changing, and the effects of these interconnections (interconnections, change).</p> <p>Inquiry Questions</p> <p>How do places, people and cultures differ across the world? What are Australia's global connections between people and places? How do people's connections to places affect their perception of them?</p>

DIGITAL TECHNOLOGY	HEALTH
<p>Whole numbers are used to represent data in a digital system</p> <p>Design, modify, follow and represent both diagrammatically, and in written text, simple algorithms (sequence of steps) involving branching (decisions) and iteration (repetition)</p> <p>Manage the creation and communication of information, including online collaborative projects, using agreed social, ethical and technical protocols</p> <p>Define a problem, and a set of sequenced steps, with users making decisions to create a solution for a given task</p> <p>Design, modify, follow and represent both diagrammatically, and in written text, alternative solutions using a range of techniques, appropriate technical terms and technology</p> <p>Select, and apply safe, procedures when using a variety of components and equipment to make solutions</p> <p>Develop collaborative criteria to evaluate and justify design processes and solutions</p> <p>Work independently, or collaboratively when required, considering resources, to plan, develop and communicate ideas and information for solutions</p>	<p>Strategies that promote a healthy lifestyle, such as:</p> <ul style="list-style-type: none"> • refusing medicines, tobacco, alcohol or other drugs • improving the nutritional value in meals • increasing physical activity • being safe in an online environment <p>Situations in which emotions can influence decision-making:</p> <ul style="list-style-type: none"> • in peer group • with friends • with family • during sporting or physical activities <p>Ways that personal <u>identities</u> change over time</p> <p>Criteria that can be applied to sources of information to assess their credibility</p> <p>Skills to establish and manage positive relationships, such as:</p> <ul style="list-style-type: none"> • showing respect and empathy • being cooperative • actively listening • being trustworthy • accepting differences <p><u>Keeping Safe Curriculum</u></p> <p>Psychological Pressure and Manipulation</p> <p>Focus Area 2 – Relationships</p> <ul style="list-style-type: none"> - Rights and Responsibilities - Identity in Relationships - Power in Relationships - Trust and Networks
VISUAL ART	SPECIALIST SUBJECTS
<p>Exploration of artwork from various artists and different approaches used to communicate ideas, beliefs, and opinions.</p> <p>Development and application of artistic techniques and processes with:</p> <ul style="list-style-type: none"> - 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) <p>to create artwork</p> <p>Presentation and reflection of ideas, feelings, and opinions in artwork, including consideration of audience and feedback</p> <p>Responses that identify and describe, using visual art terminology, how visual art elements and techniques are used to communicate meaning and purpose in artwork</p> <p>Use of a variety of techniques, art processes and art forms, such as digital imaging, lino printing or stencils to suit purpose.</p> <p>Consideration of how to display <u>artwork</u> to enhance visual appeal/aesthetics and meaning.</p> <p>Appreciation of diverse interpretations/readings of an <u>artwork</u> by different audiences.</p> <p>Personal responses, using visual <u>art terminology</u>, about how <u>visual art elements</u>, techniques and symbolic meaning communicate ideas and messages; and identifying factors that influence <u>artwork</u> from different social, cultural and historical times.</p>	<p>Science: Mrs Martha Ercole Sport: Mrs Linda Matthews HASS: Mrs Linda Matthews Italian: Music: Mr Nicholas Dabbs</p>