

## YEAR 6, TERM 3, 2022 OUTLINE

Mr Kim Hughes & Mrs Anna Murphy

RELIGIOUS EDUCATION	ENGLISH
<p><b>Week 1-5 Prayer</b></p> <p>This unit explores the many choices that people must make in everyday life. Students will learn that the Beatitudes are ideals which help people make good moral choices and follow a Christian life. Jesus taught his followers to pray as a way of strengthening their relationship with God and he gave them the Lord's Prayer as an example of how they may pray. Students will also discover the meaning behind the words in the Lord's Prayer and explore the different forms of prayer that Christians may use. Christians pray together to celebrate God's presence and care in their lives.</p> <p><b>Week 6-10 Penance</b></p> <p>This unit explores how emotions can influence the way people behave and the relationships they have with each other. Students will learn about the ways that their emotions can affect them and how they may reflect upon and guide their own emotions. Through the Parable of the Lost Sheep Jesus taught that God is a loving father who forgives. Students will examine this Parable and learn how people may repair their relationship with God and others through the Sacrament of Reconciliation. Christians are strengthened by God to show love and mercy to others. Students will discover that when people are in right relationship with God and others, they are better able to guide their emotions to reflect God's love.</p>	<p><b>Reading and Viewing</b></p> <p>Students will be engaged in Shared and Guided Reading with a focus on various fiction and non-fiction texts. The following reading and comprehension strategies will continue to 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>  <i>Retelling</i>  <i>Monitoring &amp; Clarifying</i></p> <p><b>Writing</b></p> <p>Students will be focusing on the purpose and structure of informational and imaginative texts. Specifically, we will be studying <b>Information Report and Review</b>. By the end of the term, students will produce a writing piece using both genres. Students will also focus on sentence construction, grammar and punctuation, vocabulary and editing skills.</p> <p><b>Speaking and Listening</b></p> <p>Students will plan, rehearse, and deliver a reader's theatre 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><b>Spelling</b></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><b>Number and Algebra:</b> <i>Number and Place Value</i></p> <p>Add and subtract decimals, with and without digital technologies, and use estimation and <u>rounding</u> to check the reasonableness of answers.</p> <p>Compare fractions with <u>related denominators</u> and locate and represent them on a <u>number line</u>.</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 and Geometry:</b> <i>Using Units of Measurement</i></p> <p>Connect volume and capacity and their units of measurement.            Construct simple prisms and pyramids.            Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies.</p> <p><b>Statistics and probability</b></p> <p>Interpret and compare a range of <u>data</u> displays, including side-by-side column graphs for two categorical variables.</p> <p><b>Mathematical Proficiencies</b></p> <p>Understanding            Fluency            Problem Solving            Reasoning</p>	<p><b>History</b> (Mrs Murphy)</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>Civics and Citizenship</b> (Mr Cooper)</p> <p>Australia's <u>system of government and citizenship</u></p> <p>The key institutions of Australia's democratic <u>system of government</u> based on the <u>Westminster system</u>, including the <u>monarchy</u>, parliaments and courts</p> <p>The roles and responsibilities of the <u>three levels of government</u>, including the shared roles and responsibilities within Australia's federal <u>system</u></p> <p>How laws are initiated and passed through the federal <u>parliament</u></p> <p>Who can be an Australian citizen, the formal <u>rights and responsibilities</u>, and shared values of Australian <u>citizenship</u></p>

DESIGN TECHNOLOGY	HEALTH
<p><b>Technologies in Society</b></p> <p>Experience how people create familiar designed solutions to meet their needs</p> <p><b>Technologies in Context</b></p> <p>Experience the characteristics and properties of familiar designed solutions in at least one technologies context (VCDSTCOD2)</p> <p><b>Creating Designed Solutions</b></p> <p>React to a designed solution that has been created and produced safely to meet their needs</p>	<p><b>Keeping Safe Child Safety Curriculum – Focus Area 2 – Relationships</b></p> <ul style="list-style-type: none"> <li>- Types and use of power</li> <li>- Positive use or abuse of power</li> <li>- Power in relationships</li> <li>- Guilt</li> <li>- Power and Gender</li> <li>- Characteristics of Bullying</li> <li>- Bullies and people who are bullied</li> <li>- School Policy on Bullying</li> <li>- Bystanders</li> <li>- Trust</li> </ul> <p><b>Keeping Safe Child Safety Curriculum – Focus Area 3 – Recognising and Reporting Abuse</b></p> <ul style="list-style-type: none"> <li>- Privacy and the Body</li> <li>- Recognising Abuse</li> <li>- Cyber Safety</li> <li>- Domestic and Family Violence</li> </ul> <p><b>Links to Health Curriculum</b></p> <p>Skills to establish and manage positive relationships, such as:</p> <ul style="list-style-type: none"> <li>- showing respect and empathy being cooperative</li> <li>- actively listening</li> <li>- being trustworthy</li> <li>- accepting differences</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>Preventive health measures that can promote and maintain <u>community health</u>, safety and <u>wellbeing</u>, such as:</p> <ul style="list-style-type: none"> <li>- creating social connections for better mental health</li> <li>- meeting physical activity recommendations</li> </ul> <p>Strategies and resources to <u>understand</u> and manage the changes and <u>transitions</u> associated with puberty, such as:</p> <ul style="list-style-type: none"> <li>- minimising and managing conflict</li> <li>- recognising and building self-esteem</li> <li>- selecting and managing relationships</li> </ul>
DRAMA	SPECIALIST SUBJECTS
<p>Dramatic action (the driving force and forward motion of <u>drama</u> to create dramatic meaning) driven by narrative structure and dramatic tension</p> <p>Rehearsal processes (the consideration of feedback) to improve <u>drama</u> performances to engage an <u>audience</u></p> <p>Performance skills and <u>audience awareness</u> (where performers make connections and build trust with the <u>audience</u>)</p> <p>Factors that influence <u>drama</u> in different cultures, times and <u>contexts</u></p> <p>Responses that explain how the <u>elements of drama</u> and <u>production</u> elements are used to communicate meaning in <u>drama</u>, using <u>drama</u> terminology</p>	<p>Science: Mrs Martha Ercole  Sport: Mr Caleb Cooper  HASS: Mrs Linda Matthews &amp; Mrs Anna Murphy  Italian: Mrs Zina Gangemi  Music: Mr Nicholas Dabbs</p>