

# Year 6 – Term 4 Curriculum Overview

## Mr Hughes & Mrs Murphy

### Religious Education

#### **Penance**

This Year 6 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 learn that when people are in right relationship with God and others, they are better able to guide their emotions to reflect God's love.

#### **Growing as God Wants: Human Sexuality**

This Year 6 unit explores the ways that young people grow and develop physically, emotionally, intellectually, spiritually and socially, during adolescence. Students will learn that males and females develop adult male and female characteristics, which are complementary to each other and unique in each person. Jesus taught people how they may use their bodies as God wants, to show love and goodness in the world and the Ten Commandments can help people to do this. Students will learn that God gave them free will so they can accept or reject God's way of living and loving. All people are called to love themselves as Jesus taught. Students will learn that one of the ways that they may do this is by respecting themselves and others by keeping the Sixth Commandment and respecting sexual gifts.

#### **Advent/Christmas**

This Year 6 unit explores how God reveals answers to human questions through the truths contained in the Bible. Students will learn that Micah was a prophet who reminded people about God and spoke about the coming of Jesus, which we celebrate during Advent. The Gospels have many stories of Jesus teaching people how to live their lives and how to learn more about God. Through the story of the death of Lazarus your child will reflect on the ways people can learn more about God. Christians believe that God sent Jesus to teach people about God so that they can live happily.

### English

#### **Reading**

Students will be engaged in Shared, Guided Reading and Reciprocal Reading that support our focus in writing. Therefore, we will be looking at a range of descriptive and persuasive texts. The following reading and comprehension strategies will continue to be explored: *Predicting, Clarifying, Questioning and Summarising.*

#### **Writing**

Students will complete their work from Term 3 on review writing, producing their own sample. They will then revise the persuasive/argumentative genre in addition to descriptive writing.

#### **Speaking and Listening**

Students will rehearse and present a reader's theatre script to the class focusing on the various conventions of speaking such as volume, pace, tone and pitch. They will also consider their engagement with an audience through positioning, gestures and eye contact.

#### **Spelling**

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.

### Maths

#### **Number and Algebra:** *Number and Place value*

Identify and describe properties of prime, composite, square and triangular numbers

Explore the use of brackets and order of operations to write number sentences.

Make connections between equivalent fractions, decimals and percentages.

Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies.

Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence.

Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers.

#### **Measurement and Geometry:** *Using Units of Measurement*

Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies.

Introduce the Cartesian coordinate system using all four quadrants.

Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles.

#### **Statistics and probability**

Compare observed frequencies across experiments with expected frequencies.

#### **Mathematical Proficiencies**

Understanding

Fluency

Problem Solving

Reasoning

### HASS

#### **Economics**

Students explore influences on consumer choices and strategies that can be used to help make informed choices.

#### **Civics and Citizenship: Democratic Institutions in Australia**

##### **Students will understand:**

The roles and responsibilities of the different levels of government and Australia's system of government.

## Design Technology

### Engineering Principles and Systems

Electrical Energy and forces can control movement, sound or light in a product or system (ACTEK020)

- Forces to control movement
- Investigating Levers, linkages and catapults
- Investigating cams, camshafts and cranks.
- Investigating gears and wormdrives
- Electrical Energy and light production

## Health

### Keeping Safe Child Safety Curriculum – Focus Area 3 – Recognising and Reporting Abuse

- Privacy and the Body
- Recognising Abuse
- Cyber Safety
- Domestic and Family Violence

### Keeping Safe Child Safety Curriculum – Focus Area 4 – Recognising and Reporting Abuse

- Strategies for Keeping Safe
- Network Review and Community Support

### Links to Health Curriculum

Ways that personal identities change over time (ACPPS051)

Strategies and resources to understand and manage the changes and transitions associated with puberty, such as:

- minimising and managing conflict
- recognising and building self-esteem
- selecting and managing relationships

(ACPPS052)

Preventive health measures that can promote and maintain community health, safety and wellbeing, such as:

- creating social connections for better mental health
- meeting physical activity recommendations

(ACPPS058)

Criteria that can be applied to sources of information to assess their credibility (ACPPS053)

Strategies that promote a healthy lifestyle, such as:

- refusing medicines, tobacco, alcohol or other drugs
- improving the nutritional value in meals
- increasing physical activity
- being safe in an online environment

(ACPPS054)

Situations in which emotions can influence decision-making:

- in peer group
- with friends
- with family
- during sporting or physical activities

(ACPPS056)

## The Arts

### Drama

Students will utilise **improvisation** skills to find a resolution and signalling a conclusion (ACADRMO36), students will create dramatic action driven by narrative structure and dramatic tension (ACADRMO35).

Experimentation and refinement of ten (10) elements of drama:

- voice (loud, soft, varying loud and soft; pitch variation; pace; volume; clarity; projection)
- movement (facial expressions and gestures to create belief in character and situation)
- role (taking on the point of view of a fictional character; listening and responding in role; adopting a role and maintaining focus)
- situation (establishing and sustaining a fictional setting)
- space (establishing a clear setting)
- character (communicating character traits; developing relationships between characters)
- time (sense of time to create belief in drama)
- tension (factors that contribute to suspense in stories; tension in characters' relationships)
- mood (describes the feelings and attitudes, often combined of the roles or characters involved in dramatic action)

- relationships (how relationships influence character development)

## Specialists

Science: Mrs Martha Ercole

Sport: Mrs Linda Matthews

HASS: Mrs Linda Matthews & Mrs Anna Murphy

Italian: Mrs Zina Gangemi

Music: Mr Nicholas Dabbs