

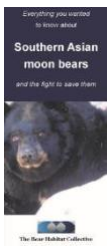

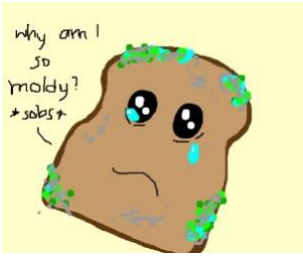
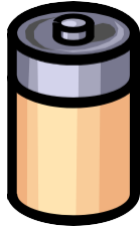

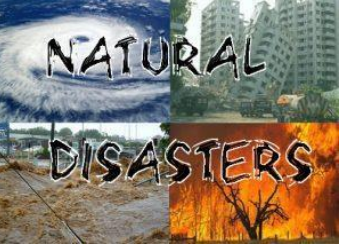



YEAR SIX Yearly Overview Updated March 2021

	Term 1	Term 2	Term 3	Term 4
English	<p>Multi-Media Holiday Package</p>  <p><i>In this unit students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through written responses to comprehension questions, the creation of their own digital multimodal advertisement and an explanation of creative choices.</i></p> <p><u>Diagnostic and Formative Assessment</u> –Writing Sample, Observations, consultations and samples of work <u>Summative Assessment</u> – Multi Media Holiday Package</p>	<p>Comparing Literary and Non-Literary Texts</p> <p>Writers' Workshops</p>   <p><i>Students will analyse and compare the use of literary and non-literacy texts when learning about the "Moon Bears". They will discuss the devices that are used to persuade the reader to feel an emotional response to the topic in order to develop a personal opinion.</i></p> <p><u>Diagnostic/Formative Assessment:</u> PAT-R, Words Their Way, PROBE (Version 2), Writing Sample</p> <p><u>Summative Assessment:</u> Analytical Table, Arguing a point of view</p>	<p>Short Narrative</p> <p><i>Students will write an imaginative and entertaining short narrative about a character who faces a conflict and explain editorial choices.</i></p> <p>Plan a short narrative</p> <ul style="list-style-type: none"> • Orientation • Complication • Resolution • Conclusion <p>Draft the short narrative</p> <p>Edit the short narrative</p> <p>Publish the short narrative</p> <p><u>Summative Assessment</u> – Written Short Narrative, Reading Comprehension</p>	<p>Natural Disasters and Their Impact</p>  <p>This unit links with Geography and Science. In this unit, students listen to and read a variety of texts relating to Natural Disasters. They will identify language choices and author strategies used to influence the reader. Students will read and view information texts. They will develop an understanding of generic structure and language features used in information reports and demonstrate this understanding by creating an information report.</p> <p><u>Diagnostic Assessment</u> – PAT Reading, Writing Sample, WTW <u>Summative Assessment</u> –Information Report</p>
Maths	<p>Term 1 Maths</p> <p><i>Students will work mathematically within the three content strands: Number and Algebra and Statistics & Probability. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> • Number & Place Value • Chance • Data <p>Summative Assessment: Short answer response test, Data Decoder Task, Chance Practical Task</p> <p>Assessment for number is ongoing</p>	<p>Term 2 Maths</p> <p><i>Students will work mathematically within the content strands: Number & Algebra and Measurement & Geometry. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> • Number & Place Value • Patterns & Algebra • Geometric Reasoning <p>Summative Assessment: Test- operations, order of operations, angles Assessment for number is ongoing</p>	<p>Term 3 Maths</p> <p><i>Students will work mathematically within the content strands: Number and Algebra and Measurement & Geometry. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Numeracy rotations will commence this term.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> • Fractions and Decimals <p>Assessment for number is ongoing</p>	<p>Term 4 Maths</p> <p><i>Students will work mathematically within the two content strands: Number & and Algebra and Measurement & Geometry. Students will be exposed to and study other content descriptors of the ACARA Mathematics Syllabus each term as mapped on the TMSS Scope and Sequence - Mathematics. Students will revise and extend on content taught and apply their knowledge in accordance with the proficiency strands of understanding, fluency, problem solving and reasoning. Numeracy rotations will continue this term.</i></p> <p><u>The focus threads this term:</u></p> <ul style="list-style-type: none"> • Fractions & Decimals • Money & Financial Mathematics • Measurement • Location & Transformation <p>Assessment for number is ongoing</p>

Science	<p>BIOLOGICAL SCIENCES Life- Marvellous Micro-organisms In this unit, students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth mould.</p>  <p>Assessment – Scientific Investigation (mould)</p>	<p>Physical Sciences - ELECTRICITY</p> <p>Students explore how energy from a variety of sources can be used to generate electricity and evaluate personal and community decisions related to use of different energy sources and their sustainability (write a report assessing energy sources) Students will access the Numinbah Electricity Kit/energy trailer if possible and investigate electrical circuits as a means of transferring and transforming electricity.</p>  <p>Circuits- creating /drawing and explaining transferring and transforming electricity (SET OF 4 ACTIVITIES)</p> <p>Fair Testing electricity (Introduction to Fair test- Conductors and Insulators)</p> <p>Assessment –</p> <p>PART A- will be the explaining the results of a Fair Test (Conductors and Insulators)</p> <p>PART B- Circuits- creating /drawing and explaining transferring and transforming electricity (SET OF 5 ACTIVITIES). Pre and post-test quiz.</p>	<p>CHEMICAL SCIENCES The Change Detectives In this unit students investigate changes that can be made to materials and how these changes are classified as reversible (physical changes) or irreversible (chemical changes). They explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives.</p>  <p>Assessment –</p> <p>TASK 1- Classifying Changes as either (Irreversible) Chemical or (Reversible) Physical. THEN explaining using examples why they are in each category and describing how that helps in everyday life.</p> <p>TASK 2- Fizzing tablet Investigation (Science Inquiry Skills)</p>	<p>Earth and Space Sciences - Natural Disasters</p> <p>In this unit, students explore how sudden geological and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes in Asia and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists monitor and track these events.</p>  <p>Assessment – Geological -Earthquake, volcano short answer test, Meteorological- Cyclone short answer test</p>
Humanities and Social Sciences	<p>Geography - Australia in a Diverse World In this unit, students will learn advanced mapping skills and how to use data to explore the diversity of the world's people and places. They will particularly focus on Asia in relation to Australia. Students will identify and utilise the BOLTSS of mapping. Given and researching data and information students will make informed conclusions about how and why places, people and culture differ.</p>  <p>Assessment – Short Answer Test</p>	<p>Australian Federation</p> <p>Students will learn about the Australian federation. They will gain an insight into the government of Australia before and after Federation. They will discuss the key events and people involved with Federation and how democracy ultimately affected women and Aboriginals/Torres Strait Islanders.</p> <p>Summative Assessment - Biography Flip Chart – Founding Father of Australian Federation</p>	<p>Australian Government – Now and Then</p> <p>Students will learn about the Australian government system, focussing on the Federal Parliament, which they will experience in person at the end of term.</p> <p>Formative Assessment – Australian Government Test (open book), Speech Bubble Activity overviewing the experiences of either women or Aborigine/Torres Strait Islanders throughout Australia's journey through democracy</p> <p>Summative Assessment – Plickers test – Founding Father of Australian Federation Canberra Study Tour</p>	<p>Migrants / immigration</p> <p>Students will investigate the stories of the groups of people who migrated to Australia. They will develop an understanding of why people migrated to Australia and how these groups have contributed to the development of Australian Society.</p> <p>Assessment – Speech bubble activity</p>
Visual Art	<p>Design and Create a 3D Teacup</p> <p>Students will explore the use of papier-mache for a particular purpose, creating a 3D tea cup for mother's day. They will make, papier-mache, paint and design the artwork on the outside and seal their work with a modge-podge seal coat.</p>	<p>Charcoal Art and Embossing</p> <p>Using charcoal – introduction to using charcoal, developing different techniques to create effects on paper.</p>	<p>Landscapes</p> <p>Watercolours and various mediums. Based on book "Siri's Wall"</p>	<p>Graduation Art, Name Sculptures</p> <p>Students will create a cohort display for Graduation focussing on the highlights of their year in an artistic manner, including displaying their names as a sculpture.</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Music</p>	<p>Drumming – Beat and Rhythm A: Beat: snare/ multicultural percussion Assessment: Listening: beat tests Performing: play short sections of music for snare and related percussion Creating: short rhythms for snare and related percussion Listening: chord tests, Italian terms Performing: play short sections of music for snare and related percussion Creating: short words to chord charts</p> <p>B: Rhythm Assessment: Listening: same and different rhythm patterns Writing: writing charts with notation in various time signatures using set notes Listening: matching written rhythms to what is heard Performing: reading and echoing rhythm charts or guitar chords and melodies in 2/4, ¾ 4/4, 5/4, 6/8, triple and dotted time using snare and related percussion Echoing and playing short/extended rhythms on percussion Italian terms and signs</p>		<p>Drumming – Pitch and Tempo A: Pitch: snare/ multicultural percussion Assessment: Writing: write short rhythmic passages for percussion for others to play Playing: short set rhythms using snare and related percussion</p> <p>Listening: same or different rhythmic patterns on related percussion Performing: using short phrases, copying short phrases, or playing with appropriate percussion tonal techniques</p> <p>B: Tempo Assessment: Music project Writing: terminology charts for tempo, using Italian terms and symbols Listening: matching graphic representation of tempo Performing: echoing changes in pitch and tempo using multicultural percussion instruments and snare drums Self-Assessment Involvement with Band, Choirs, Strum, private lessons.</p> <p>Other Assessment: Music Project</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design Technology</p>	<p>Cardboard Challenge. Students will demonstrate understanding and skill in designing for a particular consumer, through the design and creation of a portable travel game suitable for and 8 to 12 year olds.</p>		<p>In The Picture Students will design a short documentary and film it. They will critique the finished product.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Digital Technology</p>	<p>In this unit students will learn simple programming and game development using Scratch including:</p> <ul style="list-style-type: none"> • computational thinking – algorithms for branching and repetition • user input and feedback • defining problems <p>Students will explore the question – What is an adventure game? They will play, design user interaction and produce games. They will test and evaluate their own and peers’ games using discussion and feedback.</p>		<p>In this unit students will learn to store, visualise and interpret data to investigate a school issue.</p> <p>Students will explore the question – How do data analysts investigate data sets? They will:</p> <ul style="list-style-type: none"> - create spreadsheets to store and visualise data. - use formulas in spreadsheets - visualise data using graphs - interpret data - communicate online. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PE</p>	<p>Cross Country & Fitness In this band students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.</p> <ul style="list-style-type: none"> • Locomotor skills including: Running, jogging, changing speeds, animal movements and balancing. • Understanding fitness and changes to the body • Fitness components with continuous running and skipping. 	<p>Athletics In this band students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.</p> <ul style="list-style-type: none"> • Locomotor skills including: Running, jogging, jumping and throwing. • Understanding fitness and changes to the body. • Understanding the difference between explosive and endurance training. 	<p>Oz Tag In this band students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.</p> <ul style="list-style-type: none"> • Locomotor skills including: Running, stepping and passing. • Understanding fitness and changes to the body. • Understanding and apply team work to game situations. 	<p>Basketball In this band students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.</p> <ul style="list-style-type: none"> • Locomotor skills including: Running, stepping and passing. • Understanding fitness and changes to the body. • Understanding and apply teamwork to game situations.

