Kedron State School

**Kedron State Schools Expectations**

**Be Respectful**
**Be Responsible**
**Be Safe**
**Be a Learner**


# Year 6 Curriculum – Term 3

**Classroom teachers** – Neil Fogarty and Linda Buckman

## English – Weeks 1-5

**Interpreting literary texts**

In this unit students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.

**Specific learning opportunities include-:**

- using objective and subjective language
- varying sentences to create effect
- using vocabulary to express shades of meaning, feeling and opinion
- using verbs, elaborated tenses and adverbs to expand on ideas
- using accurate spelling and punctuation, including commas to separate clauses.

### Assessment

**A letter to the future**

Students write a letter to a student in the future to evoke a sense of time and place.

**Reading comprehension**

Students read and comprehend a letter from a different historical context and analyse and explain language features.

## Maths

**Money and financial mathematics** - Connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items.

**Number and place value** - Identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, locating and representing positive and negative integers and solving problems involving integers.

**Location and transformation** - Identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, applying one-step transformation and describe the effect of combinations of translations, reflections and rotations.

**Patterns and algebra** - Create and complete sequences involving fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems.

**Fractions and decimals** - Add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in tenths and hundredths and solve problems involving fractions and decimals.

**Using units of measurement** - Connect decimals to the metric system, convert between units of measure, comparing length and solve problems involving length and area and connect volume and capacity.

### Assessment

- **Calculating fractions and decimals**
- **Identifying number properties and calculating percentage discounts**
- **Locating integers and describing transformations**

## Science

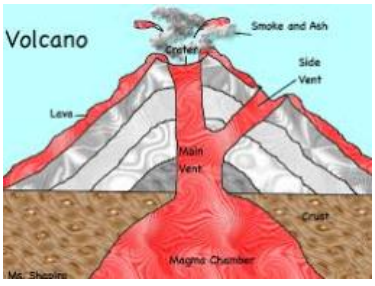
**Our changing world**

In this unit, students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on Earth's surface 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 are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.

### Assessment

Explaining changes to the surface of Earth. Explain how science knowledge from other cultures contributes to our understanding of natural events.

Led by Mrs Buckman




*Connecting every learner, every day in every way for success*

## Humanities and Social Science – HaSS

**Australia in a diverse world**
In this unit students will investigate the following key inquiry question:
*How do places, people and cultures differ across the world?*

Students will:

- examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia
- investigate differences in the economic, demographic and social characteristics of countries across the world
- consider the world's cultural diversity, including that of its indigenous peoples
- identify Australia's connections with other countries
- organise and represent data in large- and small-scale maps using appropriate conventions
- interpret data to identify, describe and compare distributions and trends
- present ideas, findings and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.

Led by Mr Fogarty

## The ARTS

**Documentary — what's the story**
In this unit, students create a documentary style film to tell the personal story of someone known to them or researched.
Students will:

- explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view
- experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view
- present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting
- compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of culture, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples.

Led by Mrs Buckman

## Health

**What am I drinking?**
In this unit, students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options, including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.
Led by Mr Fogarty

## Technology – Semester 2

**A-maze-ing digital designs**
In this unit students engage in a number of activities, including:
- investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems
- examining a maze game to explore algorithm design and develop skills in using a visual programming language
- working collaboratively to create a new maze game.

Students will apply a range of skills and processes when creating digital solutions. They will:
- define problems clearly by identifying appropriate data and functional requirements
- design a user interface, considering alternatives and design principles
- follow, modify and design algorithms using diagrams and simple statements, relating particular programming language statements (steps and decisions) to actions in the game
- implement their game using visual programming and including steps, branching and repetition
- evaluate how well their solutions meet defined requirements
- manage, create and communicate ideas online during collaborative projects including negotiating, providing feedback and developing plans to complete tasks and applying social, ethical and technical protocols.

Led by Mrs H Oxenham

## Australian Curriculum – Parent Information sheets

Find specific information about the Australian Curriculum for your child's year level. These information sheets give an overview of what your child will typically learn in each of the eight learning areas.
Information for parents years 5–6