

Kedron State Schools Expectations

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

Choose your Attitude 	Quiet 	Be Organised 	Following Directions 	Getting Started 
Staying on Task 	Scan for Clues 	Ask for Help 	Completing Task 	Is this my Best Work? 

Year 6 Curriculum – Term 4

Classroom teachers – Dale Vickers, Maddy Giuseppin

English

Comparing texts

In this unit, students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit. Students transform an informative text into a literary text for younger audiences.

Specific learning opportunities include:-

- demonstrating an understanding of how authors innovate on text structures and play with language features to achieve a particular aesthetic or persuasive purpose and effect
- demonstrating an understanding of how evaluative language is used to create shades of meaning, feeling and opinion
- analysing and evaluating features of informative and literary texts, including digital texts
- analysing and evaluating similarities and differences between texts
- analysing how text structures and language features work together to create persuasive arguments
- identifying purposes and effects of theme, text structures, language and visual features in narratives
- identifying purposes and effects of theme, text structures, language and visual features in informative texts
- experimenting with strategies to influence an audience
- planning, drafting and editing a narrative text to refine and sharpen ideas
- applying visual features to a narrative text for effect

Assessment

Arguing a point of view

Maths

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the proficiency strands -

Understanding, Fluency, Problem-solving and Reasoning - students have opportunities to develop understandings of:
Fractions and decimals - add, subtract and multiply decimals; divide decimals by whole numbers; calculate a fraction of a quantity and percentage discount; compare and evaluate shopping options.

Patterns and algebra and Number and place value - represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, and solve multiplication and division problems using a written algorithm.

Using units of measurement - Interpret and use timetables

Location and transformation - apply translations, reflections and rotations to create symmetrical shapes.

Geometric reasoning - measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts.

Chance - conduct chance experiments; record data in a frequency table; calculate relative frequency; write probability as a fraction, decimal or per cent; compare observed and expected frequencies.

Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, represent data from a chance experiment, problem solve and reason by interpreting secondary data.

Assessment

Describing probabilities and comparing frequencies

Investigating and interpreting secondary data

Investigating and solving problems involving measurement and data

Science

Life on Earth

In this unit students will explore the environmental conditions that affect the growth and survival of living things. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They will gather, record and interpret observations relating to their investigations. Students will consider human impact on the environment and how science knowledge can be used to inform personal and community decisions.



Assessment

Investigating mouldy bread



Led by Miss G

Humanities and Social Science – HaSS

Assessment

Australia's global connections

Inquiry questions:

How do Australia's global connections influence my role as a global citizen?

In this unit, students:

- identify how Australia's connections with other countries change people and places
- recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places
- develop appropriate questions to frame an investigation
- locate and collect useful data and information from primary and secondary sources
- organise and represent data in a range of formats, using appropriate conventions
- interpret data to identify, patterns and trends, and to infer relationships
- identify different points of view and solutions to an issue
- reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal.

Led by Mr Vickers

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.

Health

Transitioning

In this unit, students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.

Assessment

Transitioning: Research- Students investigate developmental changes and transitions, and the changing nature of personal and cultural identities as students' transition to secondary school. Students recognise the influence of emotions and discuss factors that influence how people interact in new situations.

Design Technology – Led by Mrs H Oxenham

Hands Off

In this unit, students will investigate how forces or electrical energy can control movement, sound or light in a designed product or system. They will produce a prototype electrical security device to protect a personal item or area. They will explore the role of people in engineering technologies occupations in developing solutions for current and future use.

Assessment

Investigating

Part A: Understanding engineered solutions

Part B: Analyse needs

Part C: Develop criteria for success

Generating- Generate design ideas

Producing – Manage production

Evaluating: Evaluate the design against the mandated criteria

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](#)