

Term 4 Overview 2019

Year 6

Religion - i) JUSTICE ii) ADVENT AND CHRISTMAS

Weeks 1-5 – Justice

Students will learn develop further understanding of the importance of respecting creation and promoting the dignity of all

Students will develop further understanding of the importance of living justly and peacefully.

Weeks 6-10 – Advent and Christmas

Students will develop further understanding of the key beliefs of the Catholic Church and knowledge and understanding of the seasons of the Church year.

English - Papua New Guinea

Students will gain an introduction to the country, Papua New Guinea (PNG), one of Australia's closest neighbours and a significant partner in Australia's foreign affairs and trade. Through stories studied, students will learn about aspects of the geography, culture, history, economics, foreign affairs and tourism of PNG. The students will examine the literature for themes, concentrating on Racism and Colonialism. They will reflect upon language in the main text including, Pidgin English, the Language of Race, Descriptive Language and Metaphor. The students will study text structure of the variety of texts. The texts include: *New Guinea Moon* by Kate Constable, *Angel of Kokoda* by Mark Wilson, *The Lost Tail* by Patricia Bernard.

Internet sites with information about PNG for research and discussion purposes.

Integration of design and technology, digital technologies, and visual arts offers a range of creative possibilities to support students' deep engagement with the texts.

Maths

Week	STRAND
1	WHOLE NUMBER Students Identify and describe properties of prime, composite, square and triangular numbers(ACMNA122) <ul style="list-style-type: none"> determine whether a number is prime, composite or neither ➤ explain whether a whole number is prime, composite or neither by finding the number of factors, eg '13 has two factors (1 and 13) and therefore is prime', '21 has more than two factors (1, 3, 7, 21) and therefore is composite', '1 is neither prime nor composite as it has only one factor, itself' (Communicating, Reasoning) ➤ explain why a prime number, when modelled as an array, can have only one row (Communicating, Reasoning)
2	ADDITION AND SUBTRACTION Students will select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving addition and subtraction with <u>whole numbers</u>
3	PATTERNS AND ALGEBRA Students will revise the Cartesian coordinate system using all four quadrants (ACMMG143) <ul style="list-style-type: none"> recognise that the number plane (Cartesian plane) is a visual way of describing location on a grid recognise that the number plane consists of a horizontal axis (x-axis) and a vertical axis (y-axis), creating four quadrants <ul style="list-style-type: none"> ➤ recognise that the horizontal axis and the vertical axis meet at right angles (Reasoning) identify the point of intersection of the two axes as the origin, having coordinates (0, 0) plot and label points, given coordinates, in all four quadrants of the number plane <ul style="list-style-type: none"> ➤ plot a sequence of coordinates to create a picture (Communicating) identify and record the coordinates of given points in all four quadrants of the number plane

	<ul style="list-style-type: none"> ➤ recognise that the order of coordinates is important when locating points on the number plane, eg (2, 3) is a location different from (3, 2) (Communicating)
4	LENGTH Students will: <ul style="list-style-type: none"> ➤ connect <u>decimal</u> representations to the metric system ➤ convert between common metric units of length ➤ solve problems involving the comparison of lengths using appropriate units
5	MULTIPLICATION AND DIVISION Students will continue to explore the use of brackets and the <u>order of operations</u> to write number sentences
6	FRACTIONS AND DECIMALS Students will: <ul style="list-style-type: none"> ➤ Make connections between equivalent fractions, decimals and percentages ➤ Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without the use of digital technologies
7	POSITION Use a grid-reference system to describe locations <ul style="list-style-type: none"> • find locations on maps, including maps with legends, given their grid references • describe particular locations on grid-referenced maps, including maps with a legend, eg 'The post office is at E4'
8	ANGLES Students will explain how the size of an unknown angle in a diagram was calculated <ul style="list-style-type: none"> • investigate, with and without the use of digital technologies, vertically opposite angles and establish that they are equal in size • use the equality of vertically opposite angles to find the size of unknown angles in diagrams
9 & 10	MASS Students will revise conversions between common metric units of mass and solve problems involving different units of mass. DATA Students will interpret secondary data presented in digital media and elsewhere.

Science - FOOD, FIBRE AND SUSTAINIBILITY

Food and fibre connections provide a framework for all young Australians to understand and value primary industries. Students have the opportunity to gain knowledge, skills and understandings about the production of the food they eat, fibres they use and the environment they live in.

Food and fibres are the human-produced or harvested resources used to directly sustain human life and are produced in managed environments such as farms and plantations or harvested from wild stocks. Challenges for world food and fibre production include an increasing world population, an uncertain climate and competition for resources such as land and water. Students need to engage in these challenges by understanding the processes of food and fibre production and by investigating innovative and sustainable ways of supplying agriculturally produced raw materials.

Through the food and fibre connection, students have the opportunity to gain knowledge, skills and understandings about the production of the food they eat, fibres they use and the environment they live in. This would ideally address key processes of production, marketing, consumption, sustainable use of resources and waste recycling; that is, complete paddock to plate or forest to building and beyond.

Geography - A DIVERSE AND CONNECTED WORLD - GLOBAL CONNECTIONS

Global connections – PNG

What are Australia's connections with Papua New Guinea?

Students investigate connections between Australia and other countries of the world. We are focusing on our nearest neighbour, Papua New Guinea.

Students will learn about the connections Australia has with PNG, e.g. trade, migration, tourism and aid.

Creative Arts - VISUAL ARTS & MUSIC

VISUAL ARTS

Continue and complete Impressionism Unit from Term 3

MUSIC

Ukulele and Rap Rhythms

i) Students will revise ukulele from Term 1 and learn new chords and songs

ii) Rap Rhythms will be taught over 6 weeks in lessons of 40 minutes' duration.

The expression "Rapping" has been used since the 18th century to describe rapid word delivery. It was popularly used by black America in the 1960s for general speech or discussion and more recently to describe spoken, rhyming lyrics, delivered to a rhythm.

Students will learn rhyme patterns to accompany a 'rapped' song. They will work with rhythm patterns

The musical elements within this unit include: *beat, rhythm, melody, style, and form.*

Activities in this unit will include: *listening, singing, moving, body percussion and reading.*

PDHPE

Personal Development and Health - FIT FOR LIFE

Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing. Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They describe and practice a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognizing the effects that decisions have on self and others. Students describe the factors that influence personal identity and examine the physical, social and emotional changes that occur during puberty. They devise strategies for coping with change, grief and loss. They value the differences between individuals and challenge discrimination and harassment. Students value different roles and responsibilities in relationships, the importance of communication and they practice positive ways to deal with conflict.

Physical Education

➤ Students will continue rotations involving:

- Dancing
- Throwing/Catching
- Hopping/Leaping
- Kicking
- Two-handed Strike
- Side Gallop & Dodge

➤ Swimming is our main focus for Term 4 Sport