

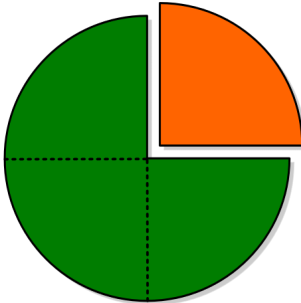






## 2024 Term Four Overview - Year Six



Religious Education	English	Mathematics	Inquiry	Wellbeing	Specialists
<p><u>The Holy Spirit in Our World</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explore scripture passages and analyse how the Holy Spirit is evident.</li> <li>Engage in Godly Play sessions where they can make meaning and connections through stories.</li> <li>Investigate how the Holy Spirit is shown in the Old Testament,</li> </ul>  <ul style="list-style-type: none"> <li>Discuss the mission of the Catholic Church and how they can live a faithful life..</li> <li>Reflect on how they are called to live out the Catholic Mission in their everyday lives.</li> </ul>	<p><u>Reading</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Continue to engage in Book Club, participating in ongoing discussions about a text of choice.</li> <li>Analyse a variety of books to explore theme, audience and purpose.</li> <li>Identify and work out the meaning of new and unfamiliar vocabulary using context clues.</li> </ul>  <p><u>Writing</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Plan, draft and publish a piece of writing for their intended audience.</li> <li>Explore a variety of possible word choices to fit their intended audience.</li> <li>Investigate a variety of mentor texts and incorporate text features into their writing.</li> </ul>	<p><u>Number and Algebra</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Add and subtract fractions with the same or related denominators</li> <li>Calculate a fraction of a whole number</li> <li>Add, subtract, multiply and divide decimals</li> <li>Calculate the percentage discounts of 10%, 25% and 50% on sale items.</li> </ul>  <p><u>Measurement and Geometry</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Investigate angles on a straight line, angles at a point and vertically opposite angles</li> <li>Estimate, measure and compare angles using degrees</li> <li>Apply problem-solving strategies to find an unknown angle</li> <li>Interpret a variety of everyday timetables</li> </ul>	<p><u>People and Events that have shaped our Nation</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explore the events of Australia's history</li> <li>Investigate how certain people or groups shaped Australia and brought about change.</li> <li>Work as a team to plan, design and create an engaging activity for a younger year level.</li> <li>Follow the design process and evaluate their work.</li> </ul> <p><u>80/20</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Follow their passions and continue to plan and manage a multi-step project in an area of their choosing</li> <li>Participate in a variety of learning conferences to reflect on their learning</li> <li>Evaluate and analyse their 80/20 journey through reflective journals</li> </ul> 	<p><u>Healthy Friendships</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explore the difference between healthy and unhealthy friendships</li> <li>Explain the importance of boundaries within friendships</li> <li>Explore how friendships can be stable or unpredictable</li> </ul> 	<p><u>Physical Education Dance:</u></p> <p>Students will work in groups to choreograph a set dance to music of their choosing. Each group member will perform a short solo within the piece. Students will present their group dance to the whole year level on performance day.</p> <p><u>Target Games</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>-Explore the concepts of 'Read, React, Respond &amp; Recover'</li> </ul> <p>READ - the play or the circumstances presented in the game</p> <p>REACT - position themselves appropriately depending on the circumstance</p> <p>RESPOND - implement the appropriate skill or concept</p> <p>RECOVER - After responding, reposition/reassess the situation for the next phase of play</p> <p><u>Italian</u> (6Y &amp; 6R)</p> <p>In Italian this term the students will explore the Italian version of the book <b>The Hungry Caterpillar</b>- 'Il Bruco Affamato'. They will also revise and</p>

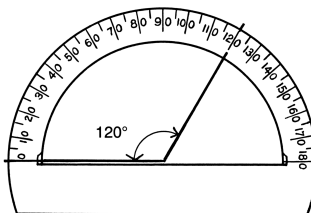


### Speaking and Listening

Students will:

- Engage in discussions in their book club groups, putting forward their thoughts and opinions
- Apply subject-specific language when communicating with a range of audiences

- Make connections between capacity and volume



extend their vocabulary knowledge of fruits and other foods in Italian. Students will partially rewrite the story in Italian. Students will practise re-telling the story, focusing on correct pronunciation.



### Performing Arts

In Performing Arts this term students will continue their work on monologues. They will explore examples of monologues and analyse parts to add to their own performance. They will select stagecraft elements to enhance their monologue and rehearse and perform to an audience. Students will explore techniques and styles associated with a theatre practitioner. They will engage in activities and games which allow them to investigate new ways to present drama.

### Library Media

Students will:

- investigate the ethical choices people make when visiting areas of natural beauty.
- look at whose role it is to protect and conserve these areas
- engage in discussions to determine varying degrees of what is considered right and wrong

### Digital Technologies (6B)

Students will be introduced to Java Coding through the online game-based program called *CodeCombat*. In this program, they will work through a course that will engage them with basic programming concepts, such as algorithms, syntax, loops, and variables, through the familiar experience of a video game.

Students will also use the LEGO SPIKE Robotics kits and software to create their own robots. They will program their robots using block coding software aimed to:

- Develop solutions to specific real-life problems.
- Develop STEM skills within a space setting.

### **Positive Behaviour for Learning**

**Respectful:** I choose words and actions that make others feel comfortable

**Responsible:** I am in the right place at the right time

**Resourceful:** I look for and follow community expectations.

**Safe:** I am aware of what's around me whilst in the community. I notice and follow signs

**Learning Dispositions:** The following dispositions will be taught throughout all Curriculum areas: reflective, collaborative, curious, creative, flexible, self-motivated and persistent.