




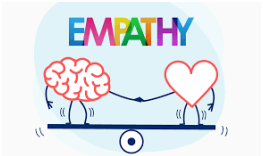


2022 Term Two Overview - Year Six

<u>Religious Education</u>	<u>English</u>	<u>Mathematics</u>	<u>Inquiry</u>	<u>Wellbeing</u>	<u>Specialists</u>
<p><u>Care for the Common Home</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Explore and interpret Scripture by reading and viewing the Creation Story Identify our Christian responsibility and compare it to God's Creation. Identify ways they can continue to care for our Common Home Students will participate in class prayer routines, class liturgies and attend Mass 	<p><u>Reading</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Apply a range of comprehension strategies, such as inferring, when exploring fiction and non fiction texts Use research skills to locate and organise information Identify and explain cause and effect relationships  <p>within texts</p> <ul style="list-style-type: none"> Apply a variety of strategies to comprehend unfamiliar vocabulary  <p><u>Writing</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Explore the writing process by planning, drafting, editing, revising and publishing different texts for a variety of purposes. Explore text structures and language features of writing pieces that 	<p><u>Number and Place Value</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Identify prime and composite numbers Represent composite numbers as factor trees Identify lowest common multiples and highest common factors of given numbers Explore and use a range of problem-solving strategies in a variety of contexts Apply efficient mental and written strategies to solve division equations <p><u>Statistics and Probability</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Interpret and compare a variety of data displays Construct data displays that include more than one variable 	<p><u>Our World, Our Future</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Explore the relationship between living things and how they coexist within an ecosystem Investigate how our actions have an impact on environmental issues world wide Recognise that we are stewards and it's our responsibility to work towards a sustainable future  <p><u>80/20</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Follow their passions and will continue to plan and manage a multi-step project in an area of their choosing Further develop their knowledge of the Inquiry Processes to plan and implement their projects Evaluate and analyse their 80/20 journey through reflective journals 	<p>Students will:</p> <ul style="list-style-type: none"> Explore the links between their emotions and their behaviours Explore ways respectful relationships can be achieved Identify their own personal learning challenges and set goals  <p><u>Life Coaching</u></p> <p>Students will:</p> <ul style="list-style-type: none"> Further develop their leadership skills during Life Coaching sessions with Anthony McCluskey The key foci for the sessions will be empathy and bullying. 	<p><u>Physical Education</u></p> <p><u>Athletics</u></p> <p>Students will explore the various field and running events required to participate in an Athletics Carnival. These include:</p> <ul style="list-style-type: none"> 100m sprint/relays hurdles Shot put Discus High jump <p><u>Soccer</u></p> <p>Students will</p> <ul style="list-style-type: none"> Demonstrate the rules to actively participate in a game of soccer Demonstrate tactical awareness skills when playing both attacking and defending roles Move to create space when attacking to create scoring opportunities Deny space when defending to reduce scoring opportunities <p><u>Alternative Games</u></p> <ul style="list-style-type: none"> Students will explore the concepts and rules of lawn bowls when participating in modified games Students will participate in general gameplay within the sport of Lacrosse <p><u>Interschool Sport (Season 1)</u></p> <p>Students will continue to</p>

- inform
- Examine vocabulary choices
 - Incorporate researched information into informative writing pieces

Speaking and Listening

Students will:

- Present researched information to an audience
- Apply subject-specific language when communicating with a range of audiences
- Make connections between own experiences and those of characters and events represented in texts



participate weekly in one sport of either:

- AFL
- Soccer
- Tee Ball
- Hot Shots Tennis
- Netball
- Sportsclub

Students will also have the opportunity to try out for the SMMPs Cross Country and Athletics team

Visual Arts

Students will investigate the issues of waste, litter and overconsumption in particular ecosystems. They will then explore how we can rethink, repurpose, and transform household waste into art. They will use their imagination and creativity to manipulate a variety of objects/materials to create visual artworks.

Students will be introduced to various famous artists and learn how to make observations and reflect on artwork



Italian (Yellow/Red)

The students will explore the various types of advertisement (La Pubblicità) in Italy. They will identify the logo, slogan and underlying message in

mass media to sell a product. Students will have the opportunity to create and write a slogan for an Italian product.



Library Media

Students will investigate the ethical choices people make when visiting areas of natural beauty. They will look at groups whose role it is to protect and conserve these areas and how individuals can help or harm this effort.

Technologies

Students will: continue to work on their animation projects using the online visual block code based program called *Scratch*. They will then begin to apply their knowledge of block coding to a LEGO robotics device called *Mindstorm*.

SWPBS:

Respectful: I speak and act politely

Responsible: I work cooperatively

Resourceful: I use what's around me to help me

Safe: I am in the right place at the right time

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