

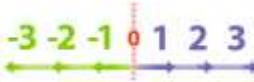






## 2023 Term Two Overview - Year Six



<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"> <li>Explore the goals of Laudato si.</li> <li>Explain the Catholic teaching of stewardship.</li> <li>Interpret how personal choices impact our community.</li> <li>Reflect on ways that they can participate responsibly and act as a steward of creation in our community.</li> </ul> 	<p><u>Reading</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Apply a range of comprehension strategies, such as inferring, when exploring fiction and nonfiction texts</li> <li>Use research skills to locate and organise information</li> <li>Identify and explain cause and effect relationships within texts</li> <li>Apply a variety of strategies to comprehend unfamiliar vocabulary</li> <li>Build reading stamina</li> </ul>  <p><u>Writing</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explore the writing process by planning, drafting, editing, revising and publishing different texts for a variety of</li> </ul>	<p><u>Number and Algebra</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Investigate situations that use integers and locate and represent positive and negative numbers on a number line</li> </ul>  <ul style="list-style-type: none"> <li>Apply efficient mental and written strategies to solve division equations</li> <li>Explore and use a range of problem-solving strategies in a variety of contexts</li> </ul> <p><u>Measurement and Geometry</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Transform shapes through translation, reflection and rotation</li> <li>Describe locations using a Cartesian plane</li> </ul> <p><u>Statistics &amp; Probability</u></p> <p>Students will:</p>	<p><u>Our World, Our Future</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explore the relationship between living things and how they coexist within an ecosystem</li> <li>Investigate how our actions have an impact on environmental issues worldwide</li> <li>Recognise that we are stewards and it's our responsibility to work towards a sustainable future</li> </ul>  <p><u>80/20</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Follow their passions and will continue to plan and manage a multi-step project in</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Explore the links between Physical Fitness and Mental Fitness</li> <li>Build a Wellbeing toolkit to combat difficult situations in life</li> <li>Recognise how diet, nutrition, fitness, relaxation and sleep are linked to our Wellbeing</li> </ul>  <p><u>Life Coaching</u></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Further develop their leadership skills during Life Coaching sessions with</li> </ul>	<p><u>Physical Education Athletics</u></p> <p>Students will continue to refine their athletic abilities in a range of field and track events including high jump, sprints, discus and shot put in preparation for our upcoming Athletics Carnival.</p> <p><u>Invasion Games</u></p> <ul style="list-style-type: none"> <li>- Rugby League (Tag)</li> <li>- Soccer</li> <li>- Basketball</li> </ul> <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 themselves for</p>

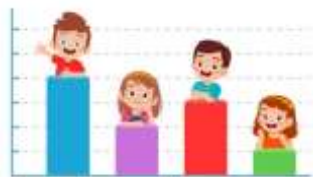
- purposes.
- Explore text structures and language features of writing pieces that inform
- Examine vocabulary choices
- Incorporate researched information into informative writing pieces

### 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 their own experiences and those of characters and events represented in texts

- Interpret and compare a variety of data displays
- Construct data displays that include more than one variable



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



Anthony McCluskey

- The key focuses for the sessions will be empathy and bullying.

the next phase of play

### Interschool Sport (season 1)

Students will continue to participate weekly in one sport of either:

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

### Italian (6 Blue)

Students will explore the Italian version of the book

**'The hungry caterpillar'- 'Il Bruco Affamato'.**

They will also revise and extend their vocabulary knowledge of fruits and other foods in Italian. Students will practise re-telling the story focusing on corr



### Performing Arts

Students will continue to explore dramatic and stagecraft elements and investigate why these are important when making drama. They will discover

how music and sound effects enhance a performance and help to create mood. Students will begin to understand how to improvise and collaborate with peers to create a short ensemble.

Library Media

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

Digital Technologies

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.
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Positive Behaviour for Learning

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.