





Year Six Curriculum Overview – Term 2, 2024

Below is a summary of the content to be covered in each Learning Area in Term 2.

<p style="text-align: center;">Religious Education</p>	<p>Ancient Words and Good News</p> <p>Unit Overview: The Bible is the foundation of the faith tradition of Christianity; its significant people and events. Its structure and formation provide information about how history is conceived, perceived, and received. The integrated Liturgical Year from Strand D enables students to explore the traditions, beliefs, Scripture, and events celebrated by the Catholic community throughout the Liturgical Year.</p> <p>Outcomes – Knowledge, understanding and skills</p> <p><i>A student will:</i></p> <ul style="list-style-type: none"> - Describe why the Bible is important to the Christian community. - Identify the traditions, beliefs, Scripture, and events associated with the Liturgical Year - Explain the significance of the people, events and stories contained in the Bible. - examine the birth, life, death, Resurrection and Ascension of Jesus Christ 												
<p style="text-align: center;">English</p>	<p>Reading Focus: Students will be provided with a guided reader from the school library. Each week, students meet with their teacher in small groups to discuss their comprehension and reading progression of their novel. The students will receive an individual reading goal to work towards for term 2.</p> <p>During the reading component of the English morning session, activities will include the following: spelling, writing, listening, speaking, and reading activities. Students will be involved in literacy groups covering areas such as writing, grammar, reading comprehension and spelling tasks.</p> <p>Author Study: Shaun Tan is an Australian artist, writer and film-maker who grew up in Perth and currently resides in Melbourne. Year 6 will spend most of Term 2 diving into his literature and collection of his rich texts to explore social and historical subjects.</p> <p>Writing Focus: Term 2 of Year 6 will be focusing on creating written text for informative purposes. This term's texts will be centered around demonstrating the implementation of literacy features to engage their specified audience. Students will be focusing on generating ideas to create informative texts, planning, monitoring, and revising their writing with consideration given to text features for multiple purposes, word-level language, sentence-level grammar and punctuation.</p> <p>The following focus areas will continue to be explored in Stage Three:</p> <ul style="list-style-type: none"> ● Oral language and communication ● Vocabulary ● Reading fluency ● Reading comprehension ● Creating written texts ● Spelling ● Handwriting and digital transcription ● Understanding and responding to literature 												
<p style="text-align: center;">Mathematics</p>	<p>Throughout Term 2, the following topics will be explored by students as they are encouraged to learn, problem solve, describe and represent mathematical situations in a variety of ways. Students will access the knowledge of providing multiple reasons for supporting possible solution over another and develop their ability to understanding the world of primary mathematics.</p> <p>Year 6 will be exploring the following concepts over the course of Term 2 2024.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Weeks</th> <th style="width: 55%;">Big Idea</th> <th style="width: 30%;">Outcomes</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Weeks 1 - 2 Unit 4</td> <td style="vertical-align: top;">Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations</td> <td style="vertical-align: top;">Working Mathematically - Number and Algebra - Multiplication Thinking</td> </tr> <tr> <td style="vertical-align: top;">Week 3 Unit 5</td> <td style="vertical-align: top;">What needs to be measured determines the unit of measurement</td> <td style="vertical-align: top;">Working Mathematically - Measurement and Geometry - Non-spatial measure</td> </tr> <tr> <td style="vertical-align: top;">Weeks 4 - 5 Unit 6</td> <td style="vertical-align: top;">Fractions represent multiple ideas and can be represented in different ways.</td> <td style="vertical-align: top;">Working Mathematically - Number and Algebra - Representing Quantity Fractions Statistics and Probability - Chance</td> </tr> </tbody> </table>	Weeks	Big Idea	Outcomes	Weeks 1 - 2 Unit 4	Multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations	Working Mathematically - Number and Algebra - Multiplication Thinking	Week 3 Unit 5	What needs to be measured determines the unit of measurement	Working Mathematically - Measurement and Geometry - Non-spatial measure	Weeks 4 - 5 Unit 6	Fractions represent multiple ideas and can be represented in different ways.	Working Mathematically - Number and Algebra - Representing Quantity Fractions Statistics and Probability - Chance
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	Weeks 6 - 7 Unit 7	What needs to be measured determines the unit of measurement.	Working Mathematically - Statistics and Probability - Data - Non-spatial measure - Two-Dimensional space - Geometric Measure
	Weeks 8 - 9 Unit 8	Questions can be asked and answered by collecting and interpreting data.	- Working Mathematically - Number and Algebra - Representing Numbers
	Week 10 Unit 9	The number system extends infinitely to very large and very small numbers.	Working Mathematically - Number and Algebra - Representing Numbers

<p>Inquiry</p>  <p>The Inquiry Learning Cycle</p>	<p>Historical Inquiry - <i>Our inquiry big question for the term is:</i> What contributions have significant individuals or groups made to the development of Australian Society? During term 2, Year 6 will be continuing to explore how Australia has developed as a nation, particularly after 1901, through exploring the factors that led to Federation and experiences of democracy and citizenship over time. Students will be working towards understanding Australia's structure of Parliament and prepare for their excursion to the capital of Australia, Canberra in week 7.</p> <p>Science and Technology - <i>Our Big Questions is:</i> How do the structural and behavioural features of living things support survival? Students will investigate how the physical conditions of the environment affect the survival of living things. Investigating organisms that live in extreme environments, students will learn that changes in physical conditions will affect the behaviour and survival of living things, including animals that migrate or hibernate and mould growth. Students will investigate how changing the physical conditions for plants impacts on their growth and survival and understand that Aboriginal Peoples' knowledge of the physical conditions necessary for the survival of living things helps them protect the natural environment.</p> <p>Other essential focus questions:</p> <ul style="list-style-type: none"> ❖ How do physical conditions of the environment affect the survival of living things? ❖ How do the structural and behavioural features of living things support survival? ❖ Why is it important for food and/or fibre to be produced sustainably?
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<p>PDHPE</p> 	<p>Personal Development and Health</p> <table border="1"> <thead> <tr> <th>Week</th> <th>LESSON</th> <th>OBJECTIVE</th> </tr> </thead> <tbody> <tr> <td>1 - 3</td> <td>Growing and changing</td> <td>Students will examine the physical, social and emotional changes and transitions that occur at different rates during adolescence. They will develop the skills required to apply criteria to assess the relevance, reliability, and credibility of various sources of health information.</td> </tr> <tr> <td>4</td> <td>Second Step: Lesson 8 Emotions—Brain and Body</td> <td> <ul style="list-style-type: none"> • Understand what happens to their brains and bodies when they experience strong emotions • Identify the first three Steps for Staying in Control • Understand why using self-talk is a key to managing emotions • Apply self-talk strategies </td> </tr> <tr> <td>5</td> <td>Second Step: Lesson 9 Calming-Down Strategies</td> <td> <ul style="list-style-type: none"> • Apply centered breathing techniques correctly • Recognise self-talk that intensifies or calms down strong feelings • Use self-talk to manage emotions • Identify calming-down strategies that work best for them. </td> </tr> <tr> <td>6</td> <td>Second Step: Lesson 10 Using the Action Steps</td> <td> <ul style="list-style-type: none"> • Analyse a problem by stating what the problem is and identifying the perspectives of those involved • Generate multiple options for solving a problem • Understand how to consider each option and decide on the best one • Apply the first four Action Steps </td> </tr> <tr> <td>7</td> <td colspan="2" style="text-align: center;">Year 6 Canberra Excursion. No PDH Scheduled.</td> </tr> <tr> <td>8</td> <td>Second Step: Lesson 11 Making a Plan</td> <td> <ul style="list-style-type: none"> • Generate a plan for carrying out an option • Apply the Action Steps • Understand how to make amends </td> </tr> <tr> <td>9</td> <td rowspan="2">Managing my Relationships</td> <td rowspan="2">Students will identify and describe the actions they need to take to establish and maintain positive relationships in a variety of contexts. They will practise strategies required to manage any negative situations which may arise for themselves or others, including conflict resolution and bullying. Students will have the opportunity to participate in games that promote teamwork and a sense of belonging.</td> </tr> <tr> <td>10</td> </tr> </tbody> </table>			Week	LESSON	OBJECTIVE	1 - 3	Growing and changing	Students will examine the physical, social and emotional changes and transitions that occur at different rates during adolescence. They will develop the skills required to apply criteria to assess the relevance, reliability, and credibility of various sources of health information.	4	Second Step: Lesson 8 Emotions—Brain and Body	<ul style="list-style-type: none"> • Understand what happens to their brains and bodies when they experience strong emotions • Identify the first three Steps for Staying in Control • Understand why using self-talk is a key to managing emotions • Apply self-talk strategies 	5	Second Step: Lesson 9 Calming-Down Strategies	<ul style="list-style-type: none"> • Apply centered breathing techniques correctly • Recognise self-talk that intensifies or calms down strong feelings • Use self-talk to manage emotions • Identify calming-down strategies that work best for them. 	6	Second Step: Lesson 10 Using the Action Steps	<ul style="list-style-type: none"> • Analyse a problem by stating what the problem is and identifying the perspectives of those involved • Generate multiple options for solving a problem • Understand how to consider each option and decide on the best one • Apply the first four Action Steps 	7	Year 6 Canberra Excursion. No PDH Scheduled.		8	Second Step: Lesson 11 Making a Plan	<ul style="list-style-type: none"> • Generate a plan for carrying out an option • Apply the Action Steps • Understand how to make amends 	9	Managing my Relationships	Students will identify and describe the actions they need to take to establish and maintain positive relationships in a variety of contexts. They will practise strategies required to manage any negative situations which may arise for themselves or others, including conflict resolution and bullying. Students will have the opportunity to participate in games that promote teamwork and a sense of belonging.	10
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<u>PBL – Positive Behaviour for Learning</u>		
<u>Term 1</u>	<u>Focus</u>	<u>Skill</u>
Week 1 and 2	Cooperate	Own our behaviour
Week 3 and 4	Safe	Care for ourselves and the environment
Week 5, 6 and 7	Respect	Use a growth mindset
Week 8, 9 and 10	Safe	Problem Solve

Physical Education
Unit Title: Netball
 In this unit, students will prepare for the Stage 3 Netball Gala Day held later in the term. The students will develop the fundamental movement skills (FMS) associated with netball, progressing to games and netball-specific skills in non-competitive and competitive environments that foster positive feelings of success and enjoyment. For maximum engagement we will also incorporate basketball skills for students not interested in Netball.
If your child is unable to participate in Physical Education due to an injury, please communicate this with your child's teacher via email or letter.

Visual Arts 	Unit Title: Portraiture Throughout this unit students will learn the techniques needed to create portraits. Students will be introduced to realism, abstract/caricature and sculpture as a form of creating self-portraits. The artists studied for this unit will be Munch, Van Gogh, Pablo Picasso and Andy Warhol. Activities based upon their artistic style are incorporated into this unit.
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2024 Specialist Classes

<u>Specialist Teacher</u>	Mr (Tony) Brinley	Mrs (Virginia) Cumming	Mrs (Jannette) Whyte	Mr (Patrick) Murton & Miss (Molly) Clancy
<u>Specialist Area</u>	<u>Japanese</u>	<u>Library</u> <i>Students require their library bag</i>	<u>Creative and Performing Arts</u>	<u>Physical Education</u>
<u>6 Blue</u>	Wednesday 8:45 – 9:25	Tuesday 11:25 – 12:05	Wednesday 10:05 – 10:45	<i>Students wear sports uniform</i> Tuesday AND Thursday 2:10 – 3:00
<u>6 Gold</u>	Wednesday 9:25 – 10:05	Wednesday 8:45 – 9:25	Wednesday 11:25 – 12:05	

Homework

COMPULSORY HOMEWORK

ENGLISH

- ❖ Read guided reading novel each day (we recommend for this age group to read for 20 - 30 mins). There is a pacing guide that the students must abide by for students to engage in class learning activities. Please do not read past the allocated pages for each week, instead they can reread the pages for that week and research unknown words.
- ❖ A focus on enhancing the student's vocabulary - building understanding of unknown words. Try and find dictionary meanings of unknown words you come across whilst reading and put it into another sentence or context.
- ❖ Writing an imaginative story based on a visual stimulus whilst adhering to the Year 6 narrative criteria.

MATHEMATICS

- ❖ Essential Assessment
- ❖ Multiplication times tables revision to be completed daily. This can be done using various websites (Maths Online, Studyladder, ABCya, or IXL) or written on paper.

OPTIONAL HOMEWORK

Students can (but are not required to):

- ❖ read for enjoyment by borrowing books for the library
- ❖ Writing a narrative or creative quick write and connect to what is being done in the classroom
- ❖ complete additional mathematics tasks from NRich (<https://nrich.maths.org/>) or APSMO (<https://apsmo.edu.au/problem-of-the-week/>)
- ❖ spelling practice using Australia as a Nation Tier 3 words
- ❖ their own inquiry project on an interest of their own

TERM 2 IMPORTANT DATES

Week 2

- Monday 6th May – Year 6 Parish Mass
- Thursday 9th May – Mother's Day Breakfast and Liturgy
- Friday 10th May – Mother's Day Stall & Whole School Awards

Week 3

- Friday 17th of May – Year 6 Leadership Session with Parish Youth Coordinator

Week 4

- Tuesday 21st May – Paul Kelly Cup (for chosen students) & Broken Bay Cross Country
- Friday 24th of May – Whole School Awards

Week 5

- Friday 31st of May – Pastoral Team at St Peter's for the SHINE concert

Week 6

Friday 31st of May – Sacred Heart Liturgy & Whole School Awards

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Week 7

- Monday 10th of June – King's Birthday (Public Holiday)
- Wednesday 12th of June to Friday 14th of June – Canberra

Week 8 – Wellbeing Week

- Wednesday 19th of June – History Showcase & Father Raul Visit to 6 Blue
- Friday 21st of June – Stage 3 Netball Gala Day & Whole School Awards (Including Light of Learning Award)

Week 9

- Wednesday 19th of June – Father Raul to Visit 6 Gold

Week 10

- Wednesday 3rd of July – Whole School NADOC Mass
- Thursday 4th of July – Last Day of Term
- Friday 5th of July – Staff Development Day

We will communicate important messages to you via Compass so please ensure that you have Compass notifications turned on. If you are unsure of how to do this, please don't hesitate to contact the office for assistance.

We look forward to another wonderful term together.

Molly Clancy and Patrick Murton