



Warrigal Road State School Curriculum Overview for Year 6, Term 4 2024

ENGLISH:	<p>Students will focus on: Interpreting Literary Texts In this unit, students will listen to, read and view formal and informal letters and extracts from literary texts set in modern and earlier times. They demonstrate their understanding of how events and characters are influenced by their historical and social contexts. They create a literary text that portrays a time and place.</p>	<p>ASSESSMENT: Productive Task- Response/ Letter to Future Self</p> <p>Responding task Receptive Task- Comprehension Task based on diary entry/letter format</p>
MATHEMATICS:	<p>Students will:</p> <ul style="list-style-type: none"> • Solve problems involving finding a fraction, decimal or percentage of a quantity • Use estimation to find approximate solutions to problems • Identify and explain rules to create growing patterns • Create and use algorithms to generate sets of numbers using a rule • Assign probabilities using common fractions, decimals and percentages • Conduct simulations to generate and record the outcomes from many trials of a chance experiment • Compare observed frequencies to the expected frequencies of the outcomes of chance experiments 	<p>ASSESSMENT: Post tests Investigations</p>
SCIENCE:	<p>Students will focus on: Life on Earth In this unit, students will explore the environmental conditions that affect the growth and survival of microorganisms. They will plan and conduct fair tests and analyse the results of these tests.</p>	<p>ASSESSMENT: Independent investigation /project</p>
HASS:	<p>Students will focus on: Australians as global citizens In this unit, students will explore the following key inquiry questions:</p> <ul style="list-style-type: none"> • <i>What does it mean to be an Australian citizen?</i> • <i>How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i> <p>Students investigate the rights and responsibilities of Australian citizens today and the experiences of Australian democracy and citizenship for different groups in the past.</p>	<p>ASSESSMENT: Exam/Test</p>

<p>THE ARTS (Drama)</p>	<p>Students will focus on: Drama Students will work independently as they use the elements of drama to shape character, voice and movement. They will write a monologue based on a 'My Place' character and perform this scripted drama for an audience of their peers.</p>	<p>ASSESSMENT: Write and perform a scripted monologue based on a 'My Place' character.</p>
<p>TECHNOLOGIES (Design Technology)</p>	<p>Students will focus on: Students will continue to work on their Automata as per Term 3 Overview.</p>	<p>ASSESSMENT: Automata working model</p>
<p>HEALTH AND PHYSICAL EDUCATION (Specialist Teacher)</p>	<p>Transitioning This semester students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p> <p>Over the Net: Students will perform specialised tennis skills. They will combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They will demonstrate fair play and skills to work collaboratively during tennis activities and games.</p>	<p>Research</p> <p>Observations Anecdotal Records Checklists</p>
<p>MUSIC (Specialist Teacher)</p>	<p>Students will focus on: This term, students will perform a composed score and respond to how the elements of music are used to communicate meaning in music for film. Students participate in a combined Vocal performance culminating in the graduation song performance.</p>	<p>Perform and respond to film music. Class participation</p>
<p>LOTE (Specialist Teacher)</p>	<p>What is my interest saying about me? In this unit, students use language to communicate ideas relating to interests, activities and personality traits. Student will:</p> <ul style="list-style-type: none"> • discuss leisure activities and interests • gather, classify and compare information about interests of Chinese-speaking children • create bilingual profiles based on interests • identify borrowed words used to discuss interests • understand how language reflects roles and relationships. 	<p>Listening Reading Reflecting</p>

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