

Junior School - Year 6 Term 1 2023 - Curriculum Overview



| English | Mathematics |
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| <p>In English this term our theme is 'Myths, Legends and Fables'. We will be exploring the idea of what makes a hero through being immersed in a range of imaginative texts, songs and comics. We will analyse the structure and language features of a range of myths, legends and fables, comparing and categorising them. We will use the correct metalanguage to investigate the features of comics and create our own superhero comic using our knowledge and creativity.</p> <p>Primary Texts: <i>Who am I?</i> Anita Heiss, range of myths, legends and fables <i>One Minute's Silence</i> David Metzenthien and a range of comics</p> <p>As composers we will compose a range of texts including;</p> <ul style="list-style-type: none"> • Composing our own myth, legend or fable • Create our own comic strip featuring a hero we have designed • Write and deliver a speech on the theme of ANZAC Day <p>Our Grammar Focus through our texts will be:</p> <ul style="list-style-type: none"> • Complex sentences • Adjectives and descriptive language • Sentence punctuation • Visual Literacy (identify the features of a comic strip) | <p>This term in Mathematics we will continue to focus on using a variety of mental and written strategies to solve real-world problems across the different areas of Mathematics. The topics we will cover are listed below.</p> <p>Numbers and Algebra</p> <p><i>Whole Number</i></p> <ul style="list-style-type: none"> • Describe the properties of whole numbers • Order, read and represent integers of any size • Identify and describe properties of prime, composite and square numbers <p><i>Addition and Subtraction</i></p> <ul style="list-style-type: none"> • Solve problems involving addition and subtraction of whole numbers • Use a range of written strategies and effective mental methods to solve addition and subtraction problems • Learn to verbalise and record the strategy used <p><i>Fractions and Decimals</i></p> <ul style="list-style-type: none"> • Compare, order and calculate with fractions, decimals and percentages • Give a valid reason for supporting one possible solution over another • Select and apply appropriate problem solving strategies when undertaking investigations <p>Measurement and Geometry</p> <p><i>Time</i></p> <ul style="list-style-type: none"> • Uses 24-hour time and am and pm notation in real-life situations • Reads and analyses timetables • Constructs timelines |
| History | Religion |
| <p>Our Topic in History this term is 'Australia as a Nation' This topic moves from colonial Australia to the development of Australia as a nation, particularly after 1901.</p> <p>In this unit students will develop their understanding on how Australia as a Nation developed through the beginning of democracy, the challenges Aboriginal and Torres Strait Islander people faced and how migrants changed the way Australia formed.</p> <p>Investigations and research tasks will allow students to explain and describe significant events over time that have shaped the way Australia has developed into the nation it is today.</p> | <p>Unit 1: The Reign of God</p> <p><i>Through this unit students will:</i></p> <ul style="list-style-type: none"> • Explain ways that Jesus related to people and helped them to relate to one another • Analyse different ways by which individuals continue the mission of Jesus • Name those who were marginalised in Jesus' time and those marginalised today • Explain how the Christian community responds to the marginalised <p>Unit 2: Lent: A Time for Building a Just World</p> <p><i>Through this unit students will:</i></p> <ul style="list-style-type: none"> • Recognise Lent as a time to renew commitment to the mission of Jesus • Explain the mission of Jesus in Luke 4:16-30 • Describe how the Church, empowered by the Holy Spirit, lives the mission of Jesus • Connect the sufferings of Jesus to those who experience suffering and injustice today |

| Drama | Music Tech | Music | Learning Hub |
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| <p>In Drama we will explore Improvisation and playbuilding. This unit is designed to allow students of varying abilities and experiences to develop their imagination, characterisation and acting skills. Students will create characters and scenes from external stimuli and develop their ability to communicate, collaborate, develop their spatial awareness and creative skills.</p> <p>Playbuilding is a creativity-based unit in its approach to developing Drama performance skills.</p> <p>The unit integrates the learning experiences of making, performing and appreciating.</p> | <p>In Music Tech we will explore Game Music and Cartoons.</p> <p>This unit is designed to allow students to develop skills in using Music Technology through working with Beepbox and GarageBand. Confidence in using online programs to compose music is developed through the integration of listening and organising sound.</p> | <p>In Music we will explore Duration. Each class will:</p> <ul style="list-style-type: none"> • Use musical notation to record rhythms in simple time signatures. • Use non-melodic percussion to compose and perform rhythm ensembles. • Negotiate different class performances through experimenting with duration. <p>Each class will also prepare and present a Critical Review of their favourite piece of music.</p> | <p>The Learning Hub sessions will focus on using rich literature to engage the boys with Visible Thinking Routines. These routines aim to spark curiosity and inquiry.</p> <p>Students will also be setting reading goals and beginning the <i>Waverley Reading Challenge</i>. The challenge aims to encourage a love of reading for leisure and enjoyment while assisting the students to read a variety of texts.</p> |
| Science | Science Practical | Visual Arts | PDHPE |
| <p>Topic: Living Things (Part One)</p> <p>This term in Science, students will be:</p> <ul style="list-style-type: none"> • Describing the structural and/or behavioural features of some native Australian animals and plants and why they are considered to be adaptations. • Planning and conducting a fair test to show the conditions needed for a particular plant or animal to grow and survive in its environment. • Describing adaptations as existing structures or behaviours that enable living things to survive in their environment. • Describing how changing physical conditions in the environment affect the growth and survival of living things. | <p>In Science Practical this term students will:</p> <ul style="list-style-type: none"> • Focus on developing their Working Scientifically skills, which includes understanding variables, writing an aim and writing an accurate method. • Learn basic lab safety procedures and expectations. • Develop their ability to predict, observe and investigate scientific phenomena. • Conduct practical experiments that are linked to their Science topic <i>Living Things</i>, as well as broader science concepts. | <p>In Visual Arts this term, we are learning about Australian Artists.</p> <p>Students will develop shared meanings and understandings about art in the world around them and their particular context. They will be thinking about and understanding the elements of art, as well as developing their expression and enjoyment in this field. They will be exposed to different perspectives, cultures, histories and conventions as well as learning about Aboriginal and Torres Strait Islander people through their artworks.</p> | <p>In PE this Term we will be focusing on the topic Get Active, which includes:</p> <ul style="list-style-type: none"> • Movement skill and performance in areas of initiative games/activities, aquatics and athletics. • Students will learn invasion sports skills and will develop a better understanding of each of these sports through participation. • Students continue learning about the Rock and Water Program building strength, resilience, character and social awareness as young men. <p>HEALTH TOPIC: Responding Safely</p> <p>In this Unit the students will learn about:</p> <ul style="list-style-type: none"> • How to make safe choices when it comes to pedestrian safety, peer pressure and choices that involve risks. Including possible consequences of different decisions. • What is an active, healthy lifestyle and the associated benefits. • Responsible and respectful use of technologies and behaviour that promotes online safety. |

