ENGLISH

• Comprehend, analyse and evaluate letters and diaries from the past
• Compare and contrast an individual author’s writing style and analyse strategies they use to influence readers
• Understand and use objective and objective language
• Identify and use evaluative language to express shades of meaning, feeling and opinion
• Understand the use of commas to separate clauses
• Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase
• Plan, draft and publish diary entries, experimenting with text structures and language features (e.g. imagery, sentence variation, metaphor and word choice)

• Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, and sharing/evaluating information, experiences and opinions
• Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal responses to different texts

• Select, navigate and read texts for a range of purposes, using appropriate text processing strategies and interpreting structural features
• Use comprehension strategies to interpret and analyse information and ideas from a variety of textual sources, including visualising, making inferences, finding main idea, fact or opinion, sequencing, cause and effect, and predicting.

MATHEMATICS

Number & Algebra

• Identify and describe properties of prime, composite, square and triangle numbers
• Locate and represent integers on a number line
• Select and apply efficient mental and written strategies to solve problems involving all four operations
• Investigate and calculate percentage discounts of 10%, 25% and 50%
• Explore the use of brackets and order of operations to write number sentences
• Compare fractions with related denominators and represent them on a number line
• Add and subtract decimals; use estimation and rounding
• Find fraction of a quantity
• Connect decimals, fractions and percentages
• Multiply and divide decimals by powers of 10
• Solve problems involving additions and subtraction of fractions

Measurement & Geometry

• Investigate angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles.
• Connect decimal representations to the metric system
• Connect volume and capacity and their units of measurement
• Convert between common metric units for length, mass and capacity
• Solve problems involving comparison of measurements using appropriate units
• Introduce the Cartesian coordinate system using all four quadrants
• Investigate combinations of translations, reflections and rotations

TERM 3 CURRICULUM OVERVIEW – Grade Six

During the Term, students will be

• Investigating the past through diaries and letters
• Evaluating an individual author’s style and participating in a panel discussion about how the author influences readers
• Working on measurement problem solving, using order of operations and continually developing efficiency and accuracy for operations, especially those with decimals
• Investigating geological and meteorological events
• Conducting historical and geographical inquiries into the relationship Australia has with Asian countries, specifically Vietnam and Indonesia
• Being critical about health habits and considering who influences them

HOMEWORK

Homework will continue to be handed out on Monday and collected on Friday. Students must learn their weekly spelling words, use at least 10 words in writing (sentences/paragraphs/poem), and spend time revising Math concepts. Students are also encouraged to use Mathletics. Throughout the Term, students are encouraged to revise concepts covered in class and spend time researching topics covered in Science, Geography and History.
SCIENCE Unit 3
Students learn how sudden geological changes or extreme weather conditions can affect the Earth’s surface

Science inquiry skills students will adopt include

- Compare data with predictions and use as evidence in developing explanations
- Construct and use a range of representations, to represent and describe observations, patterns or relationships in data
- Communicate ideas, explanations and processes in a variety of ways

Also considering how

- Science knowledge is used to form personal and community decisions
- Important contributions to the advancement of science have been made by people from a range of cultures
- Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena

HISTORY UNIT 2
Students will be completing an historical inquiry, using the following historical skills

- Compare information from a range of sources
- Locate information related to inquiry questions
- Sequence historical people and events
- Use historical terms and concepts

The historical inquiry will focus on

- Stories of groups of people who migrated to Australia and the reasons they migrated, such as World War II and Australian migrations programs since the war
- Contribution of individuals and groups to Australian society, in areas such as economy, education, science, the arts, sport.

GEOGRAPHY Unit 2
Students will be completing a geographical inquiry, using the following geography skills

- Develop geographical questions to investigate and plan an inquiry
- Collect and record relevant data and information, from primary and secondary sources
- Evaluate sources for their usefulness and represent data in different forms
- Represent location and features of places and different types of geographical information, using cartographic conventions

The geographical inquiry will focus on developing an understanding of

- Significant events that connect people and places throughout the world
- The effects that people’s connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places
- The various connections Australia has with other countries and how these connections change people and places

HEALTH
Students will consider ‘healthy habits,’ completing weekly health records and critically analysing their health behaviours. Learning will focus on developing an understanding of how health has physical, social, emotional, cognitive and spiritual dimensions, which are interrelated, and that family, peers and the media can influence a person’s health behaviours.

THE ARTS - Dance
Students will be viewing various multicultural dances and will attempt to recreate dance moves and formations. This will work towards next term, when students will form groups to create a short dance, using a variety of dance moves and formations.