



OVERVIEW OF LEARNING

Term 2, 2024

Year 6 (Stage 3)

Religious Education (RE)	English	Mathematics
<p>Unit 1 - Easter This unit explores the disciples' experience of the Resurrection and Ascension of Jesus. As we die with Jesus, we rise with Jesus also. The unit teaches about our hope in everlasting life. It explores the feast days, scripture and prayers that express and celebrate our belief in everlasting life.</p> <p>Unit 2 - Confirmation This unit revisits the Pentecost experience in the Scriptures. It also explores the sacrament of Confirmation: the symbols and rituals, the liturgical structure and theology. It is not designed as a preparation for Confirmation. However, it could be used as such, with some modifications.</p>	<p>Unit 1 - Characteristics Students will explore the textual concepts of 'imagery, symbol and connotation' with the supporting concept of 'genre' using the mentor text Rabbit, Soldier, Angel, Thief by Katrina Nannestad and the supporting text The Feather by Margaret Wild. Students will discover that literature does not always follow the form and function of a single genre, and that symbols are used within both written texts and illustrations. Students will apply their knowledge of symbol, imagery and genre in the creation of a narrative picture book with poetic elements.</p> <p>Unit 2 - Imagery, symbol and connotation Students will explore the textual concepts of 'imagery, symbol and connotation' with the supporting concept of 'genre' using the mentor text Rabbit, Soldier, Angel, Thief by Katrina Nannestad and the supporting text The Feather by Margaret Wild. Students will discover that literature does not always follow the form and function of a single genre, and that symbols are used within both written texts and illustrations. Students will apply their knowledge of symbol, imagery and genre in the creation of a narrative picture book with poetic elements.</p>	<p>Students will learn to:</p> <ul style="list-style-type: none"> -develop the big idea that the number system extends infinitely to very large and very small numbers. -explain multiplicative thinking involves flexible use of multiplication and division concepts, strategies and representations. - explore visual representations to help understand aspects of our world (chance and position). -realise what needs to be measured determines the unit of measurement. - understand angles are the primary structural component of many shapes.



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Science and Technology	Creative Arts - Music	Creative Arts - Visual Art
<p>Force and motion are fundamental to all matter in the universe. This unit acquaints students with Isaac Newton's three laws of motion, which describe how forces interact with objects to influence motion. These laws involve inertia, mass, velocity and momentum. Students will learn about several key forces including gravity, friction and magnetism. They will learn that a force is required to do work and generating a force requires energy. This energy can be converted and exchanged through energy transfer. The culminating task will ask students to design, test and evaluate a product or system that involves energy transformation to meet an identified need using electrical energy.</p>	<p>Students create and perform body percussion and vocal sounds to accompany a chant. They will be introduced to musical terms of crescendo and decrescendo and will perform pieces incorporating these.</p>	<p>As visual storytellers, artists express narratives through imagery employing diverse mediums and techniques, encompassing the elements of art. Students cultivate an understanding, appreciation, and protocols about art. They foster habits of valuing and honoring both their creations and those of others. Through interactive endeavors, students acquaint themselves with the Elements of Art. They delve into the oeuvres of renowned artists and artworks, and they delve into the creative process utilizing diverse mediums while honing skills pertinent to the elements of art.</p>
PDHPE (PE)	PDHPE (Health)	HSIE (History)
<p>Students develop a wide range of skills including running, jumping and throwing using a wide range of activity styles. Students make connections to how these skills may transfer to other movement activities including a school-based athletics carnival. They apply this knowledge to create their own movement challenges.</p>	<p>This PDH unit "Responsibility is Key" focuses on responsibilities for their own and others' health, safety and wellbeing. Students will design and promote the positive influences of health, safety and wellbeing. They will plan and practice assertive responses, behaviours and actions that protect and promote health, safety and wellbeing. They will recommend appropriate actions to improve health, safety, wellbeing or physical activity issues within the school or wider community.</p>	<p>Students engage with global connections through stories of various migrant groups and their contribution to Australia's economic and social development. Students sequence events and people in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They locate, identify and use a range of sources to record relevant historical information to answer inquiry questions. They examine sources to identify and describe points of view.</p>