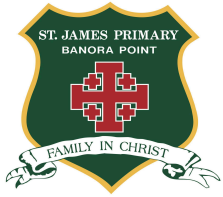


OVERVIEW OF LEARNING

Term 4, 2024

Year 6 (Stage 3)

Religious Education	English	Mathematics
<p>6.7 We Celebrate the Sacraments This unit continues the exploration of sacraments in 5.7. Students will explore the sacraments of Marriage and Anointing of the Sick. They will examine the Church as a sacrament and study various vocations as a response to our baptismal call.</p> <p>6.8 Advent to Christmas: A Time for Longing and Fulfillment This unit explores the liturgical season of Advent as a time of waiting, longing and preparation. The Jesse Tree is introduced and through it the story is told, of the people of faith in Scripture, who prepared and longed for the coming of the Saviour. The unit focuses on Christmas as the fulfillment of God's promise of salvation and explores some ways the Catholic community celebrates Christmas. Students are invited to reflect on the birth of Jesus, when God became human and lived among us.</p>	<p>Unit 15 – Queenie in Seven Moves (Narrative)</p> <p>Students will analyse the mentor text Queenie in Seven Moves to deepen their understanding of the textual concepts of 'narrative' and 'imagery, symbol and connotation'. They will learn how authors write engaging narratives through the use of figurative language and events that create tension. Students will identify and experiment with narrative conventions such as subverted plots. They will use their own personal lived experiences and innovate from the mentor text to create a narrative, song and multimedia presentation, applying their understanding from the unit.</p>	<p>The following Units of Work will be explored in Mathematics:</p> <p>What needs to be measured determines the unit of measurement - Additive relations, Geometric measure and Non-spatial measure: Mass.</p> <p>Addition and subtraction problems can be solved using various strategies - Represents numbers, Additive relations and Non-spatial measure: Time.</p> <p>Fractions represent multiple ideas and can be represented in different ways - Representing numbers, Representing quantity fractions and Chance.</p> <p>Multiplicative thinking involves the flexible use of multiplication and division concepts, strategies and representations - Multiplicative relations, Two-dimensional spatial structure and Three-dimensional spatial structure.</p> <p>Questions can be asked and answered by interpreting data - Data and Chance.</p>

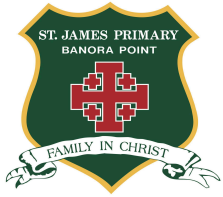


OVERVIEW OF LEARNING

Term 4, 2024

Year 6 (Stage 3)

Science and Technology	Creative Arts - Music	Creative Arts - Visual Art
<p>Take A Byte - This digital technologies strand focuses on understanding the role individual components of digital systems play in processing and representing data. Students design, modify and follow algorithms involving branching and iteration. This strand further develops students' knowledge and understanding of project management, abstraction and the relationship between models and the real-world systems they represent.</p>		<p>This term, students will explore the works of a range of well-known artists and artworks. What makes them unique? What techniques do they use? Students will explore the process of creating artwork. They will make connections between the elements of shape and line. They will use a variety of mediums and practice skills relevant to the elements of art. They will appreciate their work and the work of others. Art works will be completed in the time allocated for art each week and students will comment on their works through discussion and assembly presentations.</p>
PDHPE (PE)	PDHPE (Health)	HSIE (Geography)



OVERVIEW OF LEARNING

Term 4, 2024

Year 6 (Stage 3)

Games of the World: Students apply different movement skills whilst exploring cultural games from around the world. They recognise how their involvement in games creates connections and intercultural understanding and promotes active lifestyles. **Fundamental movement skills (FMS)** focus on the development of movement skills to be competent and confident. Floating and moving the body through water are fundamental movement skills. We will complete Beach Safety.

‘Community Connections’ will focus on students developing the knowledge, understanding and skills important for making connections to their community. Students will explore how connections can influence community health and wellbeing.

We will also complete some modules called “things are changing” that focus on the physical and emotional changes that occur during puberty for boys and girls.

Students undertake a case study into a specific foreign country through 2 geographical inquiry processes. The first asks students to investigate the connections between Australia and the other country in question (for example, trade, aid, tourism, sporting, diplomatic). The second inquiry explores the various perceptions and perspectives people have about the chosen country. Students then seek to identify factors that influence people’s perceptions of places (for example, media, culture, education, travel) and discuss the nature of generalisations and stereotypes.