



Learning Update #3

Year 6 Term 3 Teaching and Learning – here's what's happening in class

ENGLISH – 'Biographies'

Students listen to, read and view extracts from informative texts. Students will learn about life in Australia, significant events and influential people during the 1970s.

Students will learn how to gather safe sources, research topics, write informative texts using evidence and quotes to improve the credibility of their writing.

Once students have researched, drafted and written a biography, they will use their text to create a multi-modal presentation to perform to an audience of their peers.

Assessment

Assessment 1: Writing; Format: Biography of a significant person or group from the 1970s.

Assessment 2: Speaking; Format: multi-modal presentation; Students present their biographies to an audience of their peers.

Assessment 3: Reading/Viewing/Listening; Format: PROBE2 standardised passage; Students are asked to read a short passage aloud to the teacher and then answer comprehension questions about it (used for diagnostic purposes).

Assessment 4: Reading/Viewing/Listening; Format: Springboard Comprehension Assessment; standardised text (at Australian Curriculum Year 6 Standard); Students are asked to read a short passage and then answer comprehension questions about it.

MATHEMATICS

In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

This term **targeting teaching maths lessons** will focus on the following topics:

Number & Place Value:

- Prime, composite, square and triangular numbers
- Integers

Money & Financial Maths:

- Investigating and calculating discounts of 10%, 25% and 50%

Patterns & Algebra:

- Explore the use of brackets and the order of operations to write number sentences & make calculations

Students will continue to:

- Develop and improve fluency when recalling number facts (+, -, x and ÷)
- Work with decimals, fractions and percentages
- Make calculations
- Calculate area and perimeters
- Solve mathematical problems involving all strands of the Australian Curriculum (number & place value, Measurement (including geometry) & Statistics & Probability)

Assessment

Student Learning Portfolio:

- **Pre- and post- tests** every 2 – 3 weeks; Format: Short answer questions; Students complete pre- and post-short answer test on concepts taught.
- Work samples.
- Diagnostic number fact assessments.

SCIENCE – 'Energy & Electricity'

Teacher: Mr Haslett

In this unit students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely.

Students will explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production.

They will identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.

HASS (Geography, Humanities and Social Sciences) – ‘Australia in a diverse world’

Teacher: Mrs Caffery

Focus question: *How do places, people and cultures differ across the world?*

Students examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia. They investigate differences in the economic, demographic and social characteristics of countries across the world.

Assessment: Short answer test

Technology (Coding)

Teacher: Mr Corry

Students investigate coding through ordering of commands using the Scratch platform.

Assessment: work samples

GERMAN – ‘Global Chase’

Teacher: Frau Langer

Students identify and describe known features on a map of the world. They complete a map of the world and label its main geographic features, and find out the geographical features of Australia, Germany and other places in the world. Students listen to and engage with a range of texts about a number of countries and continue to learn numbers to a million.

Assessment:

Write about a country in German

Comprehending German – reading assessment

Speaking Assessment – Conversation with Teacher – question & answer

HPE: Health – ‘Transitions’

Teachers: Miss Borrowes (6B, 6A & 6H) & Frau Lange (6C)

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.

Assessment: Portfolio of work samples from class activities & short answer test

HPE: Physical Activity – ‘PE – Built 4 B-Ball & N-Ball

Teacher: Mr Green

Students identify and explain the health-related fitness components used in basketball and netball.

They practise and make purposeful refinements to basketball and netball skills, and implement offensive and defensive strategies to achieve outcomes in court-based team ball sports.

THE ARTS (Music) – ‘Let’s Celebrate, Let’s Remember’

Teachers: Ms Wood & Mr Taylor

Students make music and respond to music, exploring the songs used in celebrations and commemorations from a range of cultures including music for special occasions around the world. Students further their understanding of the elements of music.

They sing, play & listen to music, clap & notate rhythmic patterns using ‘ta’, ‘ti ti’, ‘tika tika’, ‘tie’, ‘minim’ and ‘sa’ in more complex patterns & perform using introductory guitar & ukulele skills.

Homework

TERM 3

| | |
|---|---|
| 1 | Research Task Biography Extra Sources |
| 2 | Research Task graphic organiser given to complete on – TOPIC: <i>If you could visit anywhere on Earth, where would you go and why?</i> |
| 3 | Plan, Create & Rehearse Multi-modal presentation of your written biography |
| 4 | |
| 5 | MULTI-MODAL PRESENTATIONS in class – only homework reading & mathematics Timetables to be created by home class teachers |
| 6 | Plan, Research & Create Band Brochure |
| 7 | Task: the band to research has to be one of your parents’ favourite bands from their youth. |
| 8 | More information to be given during term. |
| 9 | |

