



# Learning Update #2

Year 6 Term 2 2019

Teaching and Learning – here's what's happening in class

## ENGLISH – 'Interpreting Literary Texts'

Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. Students create a literary text that establishes time and place for the reader and explores personal experiences.

### Assessment

Assessment 1: **Writing**; *Format: Letter*; Students write a letter to a student in the future to evoke a sense of time and place.  
 Assessment 2: **Speaking**; *Format: presentation*; Students present their letter to their peers.  
 Assessment 3: **Reading/Viewing/Listening**; *Format: PROBE2 / PAT-R standardised passage*; Students are asked to read a short passage aloud to the teacher 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. Through the proficiency strands – *Understanding, Fluency, Problem solving and Reasoning* students have opportunities to develop understandings of the topics of *Number and place value, Fractions and decimals, Chance, Money and financial mathematics, Using units of measurement, and Data representation and interpretation.*

### Assessment

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

## SCIENCE – 'Energy and Electricity'

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

### Assessment

*Format: Supervised assessment*; Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.

## HASS (Humanities and Social Sciences) – 'Australians as Citizens'

Inquiry questions: *What does it mean to be an Australian citizen? How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?* Students recognise the responsibilities of electors and representatives in Australia's democracy.

## GERMAN – 'Global Chase'

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 and the letters of the German Alphabet.

## HPE (Health) – 'Let's All Be Active'

Students investigate how physical activity creates opportunities for different groups to work together. They identify how physical activity contributes to individual and community wellbeing.

## HPE (Physical Activity) – 'Athletics Spectacle – Sports Day Preparation'

Students further develop skills for a range of running and field events, working towards preparing for Sports Day. They practice and make purposeful refinements to skills for athletic field and running events.

## THE ARTS (Music) – 'Rhythmic Riot'

Students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music as played in small teams. Students continue to engage with the elements of music to sing, play and listen to music by learning basic ukulele chords and strumming.