



Learning Update #4

Year 6 Term 4

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

ENGLISH – ‘Arguing a viewpoint’

Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message.



Assessment

Assessment 1: **Writing**; *Format: Argument*; Students write arguments persuading others to a particular point of view using specific structural and language features studied during the unit.

Assessment 2: **Speaking**; *Format: presentation*; Students present their argument to their peers.

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 – ‘Life on Earth’

Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests.

Assessment – ‘Investigating mouldy bread’

Format: Experimental Investigation; Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. They collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.

HASS (Humanities and Social Sciences) – ‘Making decisions to benefit my community’

Inquiry question: *How can resources be used to benefit individuals, the community and the environment?*

Students investigate a familiar community or regional economics or business issue that may affect the individual or the local community and recognise the reasons businesses exist and the different ways they provide goods and services.

GERMAN – ‘Camping and celebrations’

Students prepare for school camp by participating in reading, listening and speaking activities on topics such as camp locations, games and tasks. Students identify features of various school camp locations and possible activities. They read parts of diaries and letters from people on camp. Students participate in Oktoberfest activities.



HPE: Health – ‘Transitioning’

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.

HPE: Physical Activity – ‘Over the net’ and ‘Junior lifesaver’

Students will perform specialised tennis skills. They will demonstrate fair play and skills to work collaboratively during tennis activities and games.

In swimming, students perform freestyle, backstroke, breaststroke and survival backstroke. They combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios



THE ARTS (Music) – ‘Let’s Celebrate, Let’s Remember’ & Year 6 Graduation

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 develop their understanding of the elements of music. They sing, play and listen to music with increasing complexity. They perform songs extending range and more complex melodic lines on the guitar.