## Program Overview

Term 4/2016

Tony Bellis and Trish Main

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Program Outcomes</th>
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<tbody>
<tr>
<td>Religion</td>
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</table>
| **Stirred Through Emotions - Bible** | - Identifies the purpose of emotions  
- Demonstrates an understanding of the 6 steps for making choices in times of emotion.  
- Evaluates ways people can develop emotions to do good.  
- Identifies ways Jesus showed love in times of emotion.  
- Recalls facts about the Bible,  
- Interprets things revealed about God through stories in the Old Testament. |
| **Come: Be Reconciled-Penance (Advent/Christmas)** | - Identifies basic lesson learnt in the family  
- Evaluates ways people contribute to family life  
- Creates a family tree using symbols for particular people and events  
- Creates a Jesse Tree using symbols for particular people  
- Recalls the meaning of sin  
- Recalls the rite of Reconciliation  
- Recalls the elements of Reconciliation |
<table>
<thead>
<tr>
<th>Maths</th>
<th>Australian Curriculum Outcomes</th>
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<tbody>
<tr>
<td><strong>Mathematics - Number and Algebra</strong></td>
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<tr>
<td><strong>Fractions and decimals</strong></td>
<td>Make connections between equivalent fractions, decimals and percentages <em>(ACMNA131)</em></td>
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<tr>
<td><strong>Money and Financial Matters</strong></td>
<td>Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies <em>(ACMNA132)</em></td>
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<tr>
<td><strong>Patterns and Algebra</strong></td>
<td>Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence <em>(ACMNA133)</em></td>
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</table>
Explore the use of brackets and order of operations to write number sentences (ACMNA134)

Topics Covered

NA 20 Renaming Percentages as Fractions

NA21 Discount

NA 22 Operations with Money

NA 23 Patterns and General Rules

NA 24 Order of Operations

Mathematics - Measurement and Geometry

Using Units of Measurement

Interpret and use timetables (ACMMG139)

Shape

Construct simple prisms and pyramids (ACMMG140)

Location and Transformation

Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142)

Introduce the Cartesian coordinate system using all four quadrants (ACMMG143)
<table>
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<tr>
<th>Subjects</th>
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<tbody>
<tr>
<td><strong>Geometric Reasoning</strong></td>
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<tr>
<td>Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles <em>(ACMMG141)</em></td>
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**Topics Covered**

- MG 10 Nets and Prisms and Pyramids
- MG 11 Skeletal Models
- MG 12 Properties of Angles
- MG 13 Measure Angles
- MG14 Latitude and Longitude
- MG 15 Using Scale
- MG 16 Transformation
- MG 17 Coordinates in Four Quadrants

**English**

**Reading**
- Analyses and uses appropriate reading strategies.
- Reads with fluency and expression, reflecting an understanding of the text that they have read.
- Higher order comprehension strategies of: predicting, skimming, scanning, determining importance and summarising will be taught in the context of reading.
  - Guided Reading
  - Modelled Reading
  - Shared Reading
  - Comprehension Strategies

**Viewing**
- Identifies and explores different perspectives on complex issues by viewing and comparing a range of texts.
- Draws on a repertoire of strategies and approaches to analyse meanings in visual texts.
- Makes relevant and succinct notes whilst viewing a variety of visual texts.
The children will be viewing the TV current affair program Behind The News and various Myths and legends clips. During the unit they will demonstrate:
- The capacity to make meaning from different forms of TV.
- The ability to obtain information by viewing.
- The ability to identify the message that is being conveyed.
- Main characters – Who? Importance to Film/TV show? Storyline.
- The role of music – e.g. to indicate a closure, romance, fear, humour.
- That visual texts can target particular groups of people and individuals.
- An ability to recognise that visual texts may use stereotypes.

Writing
- Writes with a clear sense of purpose and structure and explores different perspectives when writing.
- Understands and follows the conventions of a text type.
- Edits and re-reads own work to aid in understanding.
- Uses existing spelling strategies and applies new strategies to spell unfamiliar words.

- Essay/Discussion/Narrative Writing - ‘Jack’s Island’ by Norman Jorgenson - The children will write responses to themes in the novel, focusing on essay and narrative structure.

Spelling
The program will be based on the text, ‘Spelling Rules’ (Book G) by Helen Pearson and Janelle Ho. The spelling unit consists of two parts: the first part will be phonic based and the second part consists of the students learning a spelling rule from the St Luke’s Spelling Scope and Sequence.

Grammar
This grammar program is comprised from the St Luke’s Grammar Scope and Sequence document. Included throughout the term will be revision from Year 5. Children will be utilising ‘Oxford Grammar 6’.

Subject/Verb, Subject/Verb/Object, Coordinating and subordinating conjunctions, Main clauses and subordinate clauses, Simple, compound and complex sentences, Commas separating clauses, Direct and indirect speech, Apostrophes of contractions, Apostrophes of possession, Grammar in Informative texts

Listening and Speaking
The students will present information to an audience about a given topic - Olympic Athlete Presentation Assignment.
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<th>HASS</th>
<th>Economics and Business</th>
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<td></td>
<td>Students identify the imbalance between needs and wants, and describe how the allocation of resources involves trade-offs. They identify the advantages and disadvantages of specialisation in terms of the different ways businesses organise the provision of goods and services. Students identify the factors that influence consumer decisions when making choices, and the consequences of those choices for businesses and the consumer.</td>
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<td><strong>Curriculum Outcomes</strong></td>
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<tr>
<td></td>
<td>Knowledge and Understanding</td>
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<td></td>
<td><strong>Trade-offs and impacts of consumer and financial decisions</strong></td>
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<td>Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity) (ACHEK009)</td>
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<td>Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle) (ACHEK009)</td>
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<td>The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers’ market or a supermarket chain) and the environment (e.g. pollution, waste) (ACHEK010)</td>
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<td>Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue (ACHEK011)</td>
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<th>Integrated across Learning Areas</th>
<th>Billy Carts</th>
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<td>Year 6 students will work co-operatively in groups to devise, plan, construct and eventually trial a ‘Billy Cart.’ The carts must meet certain criteria including, 4 wheels, and effective braking system and be devoid of all sharp edges.</td>
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<td>In Year 6 students critically examine technologies – materials, systems, components, tools and equipment – that are used regularly in the home and in local, national, regional or global communities, with consideration of society, ethics and social and environmental sustainability factors. Students consider why and for whom technologies were developed.</td>
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<td>Students engage with ideas beyond the familiar, exploring how design and technologies and the people working in a range of technologies contexts contribute to society. They seek to explore innovation and establish their own design capabilities.</td>
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<td>Students are given new opportunities for clarifying their thinking, creativity, analysis, problem-solving and decision-making. They explore trends and data to imagine what the future will be like and suggest design decisions that contribute positively to preferred futures.</td>
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## Health

### Safety on Wheels

**Resource**: ‘Challenges and Choices’ – Resilience, Drug and Road Safety Education

### Safety (S)

**Personal, Social and Community Health Descriptors**;

**Being healthy, safe and active**

Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)

Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

**Communicating and interacting for health and wellbeing**

Practise skills to establish and manage relationships (ACPPS055)

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)

**Contributing to healthy and active communities**

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

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### Digital Technology/Billy Carts

**Designing**

Design, modify, follow and represent both diagrammatically, and in written text, alternative solutions using a range of techniques, appropriate technical terms and technology.
Digital Implementation
Manage the creation and communication of information, including online collaborative
projects, using agreed social, ethical and technical protocols.

Task:
Work in groups to create a Movie using the Movie Maker Application, incorporating
time delay, on the Year 6 assignment ‘Billy carts’.

Science

Earth and Sciences
The children will be conducting investigations around the central concept of ‘The
Earth’s surface and earthquakes’.

They will investigate using a hands on scientific approach utilised from the Primary
Connections Framework. The following is a list of the likely investigations:

- Earthquake explorers
- Energetic Earthquakes
- Modelling earthquakes
- Plates on the move
- Changes over time

Outcomes – Chemical Sciences

Science Understanding
Sudden geological changes or extreme weather
conditions can affect Earth’s surface. (ACSU096)

Science as a Human Endeavour

Use and Influence of Science
Scientific knowledge is used to solve problems and
inform personal and community decisions (ACSHE100)

Science Inquiry Skills

Questioning and Predicting
With guidance, pose clarifying questions and make predictions about
scientific investigations (ACSIS232)

Planning and conducting
Identify, plan and apply the elements of scientific investigations to
answer questions and solve problems using equipment and materials
safely and identifying potential risks (ACSIS103)
Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (ACSI104)

Processing and analysing data and information
Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (ACSI107)

Compare data with predictions and use as evidence in developing explanations (ACSI221)