



# Year 6 Curriculum Overview Term 1, 2024

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## Religion

### Unit 1: Vocation

This unit explores how each of us are called to join in God's work by caring for ourselves, others, society and the environment. Students will learn:

- People share in God's work
- Jesus teaches people to share in God's work
- Jesus teaches people how to live the Gospel
- Jesus teaches people how to share in God's love and compassion
- The Church helps Christians live the teachings of Jesus
- Christians give witness to Jesus in their lives
- The Christian vocation is 'to love'
- Christians are called to share in God's work through vocation

### Unit 2: Lent Easter

This unit explores how people grow and develop personal gifts and talents given to them by God. Students will learn:

- People discover more about themselves as they grow
- God is a mystery
- Jesus teaches people about God
- Jesus is Lord
- Jesus reveals the Kingdom of God is for all
- Lent is a time for love, forgiveness and compassion
- The Church celebrates the Easter Vigil Mass
- The Parish continues the mission of Jesus

## English

- Diana Rigg Spelling: Explore how to use banks of known words, suffixes and prefixes, spelling patterns and generalisations to learn and spell new words.
- Lexile Comprehension
- Identify core social, personal and moral messages within and between texts.
- Analyse how figurative language in literature can enhance meaning.
- Vary sentence structures or lengths when using simple, compound and complex sentences.
- Create a narrative text, using appropriate text structure, language and features.

## Maths

- Identify and describe properties of prime, composite, square and triangular numbers.
- Investigate everyday situations that use integers. Locate and represent these numbers on a number line.
- Interpreting information in timetables, two-way tables and column graphs.
- Calculating elapsed time.

## HASS (Geography)

- The location of the major countries of the Asia region in relation to Australia
- Differences in the economic characteristics, demographic characteristics and social characteristics of a selection of countries across the world

## Technologies

- Digital systems have components with basic functions and interactions that may be connected together to form networks which transmit different types of data
- Whole numbers are used to represent data in a digital system
- Manage the creation and communication of information, including online collaborative projects, using agreed social, ethical and technical protocols
- Design, modify, follow and represent both diagrammatically, and in written text, simple algorithms (sequence of steps) involving branching (decisions) and iteration (repetition)

<p><b>Science</b> Mrs Bianca Craine (<i>Monday</i>)</p> <p>This term, Year 6 students will explore how changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible, such as burning and rusting. They will investigate the solubility of common materials in water and explore how reversible changes can be used to recycle materials.</p>	<p><b>Italian</b> Sinor Fernando Desiati (<i>Tuesday</i>)</p> <ul style="list-style-type: none"> <li>○ Increase the confidence in the pronunciation of Italian greetings in both friendly and formal way</li> <li>○ Revising activities about pronunciation of consonants and vowels, masculine and feminine words and how to change a noun from singular into plural</li> <li>○ How to translate both definite (singular and plural) and indefinite articles</li> <li>○ Pronunciation of particular consonants and vowels</li> <li>○ How to conjugate Italian regular and irregular verb</li> <li>○ Activities related to the topic of the year:: Friends and Leisure Time</li> <li>○ Learning about Easter and Carnevale in Italy</li> </ul>
<p><b>Physical Education</b> Ms Margaret McLinden (<i>Wednesday</i>)</p> <p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control:</p> <ul style="list-style-type: none"> <li>○ Applying striking and throwing skills to propel an object and keep it in motion - using a bat in cricket and net in modcrosse.</li> <li>○ Linking of fundamental movement skills to specific skills in organized games and sports, such as Two handed striking - to batting in cricket and throwing a ball to the most advantageous fielder in modcrosse.</li> </ul>	
<p><b>Visual Arts</b> Mrs Caterina D'Angelo (<i>Thursday</i>)</p> <p>In Visual Arts this term, children will:</p> <ul style="list-style-type: none"> <li>○ Experiment with colour value which is any colour made lighter or darker.</li> <li>○ Experiment contrasting with colour and explore warm on cool, opaque on transparent, dark on light, bright on dull.</li> <li>○ Experiment with colour to express the imagination and feelings by distortion and exaggeration.</li> <li>○ Recognise that varying lines as light and dark can bring life to a drawing.</li> <li>○ Recognise lines can be used for contour drawings; combined for special effects of shading and cross hatching can be represented and combined to make implied textures as scales, spikes, fur, arranged to make point of emphasis to which the eye is draw.</li> <li>○ Explore artwork from various artists and identify and describe using visual art elements.</li> <li>○ Share personal responses and feelings about artwork they view and make.</li> <li>○ Development of artistic skills through experimentation with colour and colour value and line.</li> <li>○ Explore famous artists and their style of artwork and create artwork inspired by these styles.</li> </ul>	<p><b>Health</b> Mr Damian Geaney (<i>Thursday</i>)</p> <p><u>WA Curriculum Health Descriptors:</u></p> <ul style="list-style-type: none"> <li>○ Ways that personal identities change over time</li> <li>○ Skills to establish and manage positive relationships</li> </ul> <p><u>Highway Heroes</u></p> <ul style="list-style-type: none"> <li>○ Module 2: Connecting 4 Friendships; Playground Resilience &amp; Wisdom</li> </ul> <p><u>Protective Behaviours:</u></p> <ul style="list-style-type: none"> <li>○ Focus Area 1: The Right To Be Safe</li> <li>○ Topic 1: Warning signs</li> <li>○ Topic 2: Risk-taking and emergencies</li> <li>○ Topic 3: Psychological pressure and manipulation</li> </ul>
<p><b>Music</b> Mrs Jacqueline Carroll (<i>Thursday</i>)</p> <p>In Term 1, students will:</p> <ul style="list-style-type: none"> <li>○ Improvise with and organise the <u>elements of music</u> to create simple compositions.</li> <li>○ Communicate and record music ideas using graphic and standard <u>notation</u>, <u>dynamics</u>, terminology and relevant technology.</li> <li>○ Develop performance skills (singing in tune, playing a variety of classroom instruments with correct timing and <u>technique</u>, incorporating some <u>dynamics</u>; maintaining own part at correct <u>pitch</u> and <u>tempo</u> when performing with others).</li> <li>○ Develop and consolidate aural and theory skills, including tempo (changing tempos), pitch (tones and semitones), tonality (pentatonic and major) dynamics, form (rondo), tone colour for particular purposes, texture (individual layers of sound (e.g. bassline, harmony line).</li> </ul>	

This overview is subject to change based on school factors and the needs and abilities of the class.