

## ENGLISH

This term, students will focus on their critical literacy skills. Students will engage with the text "Two Wolves" written by Tristan Bancks. Throughout the term they will be asked to participate in shared, guided and independent reading tasks that are designed to focus on building literal and inferential understanding. Students will use this text to analyse how the author has written simple, compound and complex sentences, while also constructing cohesive paragraphs that keep the reader engaged. Students will explore the use of language to convey perspective and target a specific audience. From deconstructing quality texts, students will then explore how to transfer this knowledge into their own writing. Students will be working towards writing descriptive paragraphs using different stimulus.

In addition to this, students will continue to explore spelling patterns and word origins to develop their vocabulary and depth of word knowledge. Students will continue to focus on developing a fluent, legible style of handwriting and they will also continue to develop their publishing skills using a range of software programs.

## SPECIALIST LESSONS

### Japanese -日本語

Students learn about Japanese homes and customs, i.e. removing your shoes in the Genkan (Entrance). Students name different rooms and learn polite Japanese language required around the house. 家に入りましょう！

### Music

There are three focuses in year 6 this term. The first focus will be that the students will be composing using iPad (Garage Band). They will be composing their own pop song. The pop song will have different elements and will be performed in term 4. There is an extension level available. The second focus will be learning how to play chords on the Ukulele. We will be playing numerous Traditional Australian and Modern Pop songs by singing and learning to play the chords G, C and F. The third focus is learning the history of Jazz and Pop Music from 1930 to the 1960's including famous musicians as Benny Goodman, Glenn Miller and Elvis Presley.

### Media Arts

In Media Arts this term, the Year 5/6 class will be working in pairs to plan and create a scene from a Book Week book. They will then present and reflect on their chosen design of scene to ensure the purpose of audience is met.

*Plan, produce and present media artworks for specific audiences and purposes using responsible media practice.*

(ACAMAM064)



## TEACHING AND LEARNING OVERVIEW

Year 6  
TERM 3, 2018

### RELIGION

#### *Who was behind the creation of the Gospels?*

Students will investigate the purpose and perspective of the authors of the Gospel. They will know and understand that the purpose of the author is important in determining the truth that is revealed in the text (historical truth, factual truth or religious truth).

#### *Who are the believers of Jesus and how can Jesus' message challenge me?*

Students will develop their understanding of who they are as a believer and the many ways faith is lived out by believers. They will investigate the contribution of key Catholic Christian people and groups to the shaping of Australian society since Federation.

### HUMANITIES AND SOCIAL SCIENCES (HASS)

Through this term's HASS learning, students will further develop and broaden their world view and mental map of the world. The inquiry question, *How do places, people and culture differ across the world?* will guide our exploration of these aspects in countries around the world. Students will investigate diverse cultures, including indigenous and first nation cultures, to develop their knowledge. They will then critically evaluate information from a range of sources to compare and contrast these cultures with that of Australia. Students will examine Australia's connections with other countries throughout the world; how these are changing and the effects of these connections on Australia, its' identity and diversity.

### SCIENCE

Students will explore the strand of biological science in Term 3. They will investigate the environment and natural world that exists in a range of geographical zones around the world. Students will develop their understanding of key concepts of biology - how living things grow and survive and the ways that survival is affected by the physical conditions of their environment.

### MATHEMATICS

Students will continue to consolidate their understanding of key mathematical concepts and develop their range of strategies that they can apply when investigating to solve problems. Students will explore the four operations; understand how to apply the order of operations rules and how to utilise both written and mental strategies of computation to solve equations. Students will also further develop their knowledge and understanding of multiplicative thinking. Students will continue to target the development of their skills to select efficient strategies, apply them and justify their selection.

Students will also explore additional concepts within the area of measurement and geometry. Students will explore skills in converting common metric units of length, mass and capacity. They will also begin to develop skills in interpreting and using timetables.

### HEALTH AND PHYSICAL EDUCATION

This term in Physical Education, students will practice the fundamental movement skills of cricket. They will explore and refine the specialized object control skills of batting, bowling, catching and running between the wickets. Students will combine learnt concepts and strategies when participating in activities and game situations.

### DRAMA

This term during our drama lessons, students will be using voice and actions to exhibit meaning while entertaining an audience. They will also be learning to use dance as a theatrical form of communication. This will culminate in a Christmas nativity at the end of term 4. Students will be taking part in auditions and then rehearsing in order to refine the performance.

### HEALTH

Students will explore how they can contribute to their community in a variety of ways. They will investigate the role that preventive health can play in promoting and maintaining health, safety and wellbeing for both individuals and the wider community. Students add to this by exploring how participating in outdoor activities supports personal and community health and wellbeing. They will investigate how this enables people to build connections to natural and built environments.

Students will be able to describe and identify how valuing diversity positively influences the identity and wellbeing of the community.