



YEAR 6 - TERM 4 CURRICULUM OVERVIEW

ENGLISH

INTERPRETING LITERARY TEXTS

In this unit 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. They create a literary text that establishes time and place for the reader and explores personal experiences.

MATHS

In this unit students apply a variety of mathematical concepts in real-life, lifelike & purely mathematical situations. Through the proficiency strands - Understanding, Fluency, Problem-solving & Reasoning - students have opportunities to develop understandings of:

Chance - conduct chance experiments; record data in a frequency table; calculate relative frequency; write probability as a fraction, decimal or percent; compare observed & expected frequencies.

Data representation & interpretation - compare primary & secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, represent data from a chance experiment, problem solve & reason by interpreting secondary data.

SCIENCE

ELECTRICITY

In this unit, students will be learning about electricity and how electrical energy can be transferred and transformed in electrical circuits. Students will also investigate how electricity can be generated from a range of sources, with particular reference to renewable energy.

HASS

AUSTRALIA'S GLOBAL CONNECTIONS

In this unit, students will explore the following key inquiry questions: • *What are Australia's global connections between people and places?* • *How do people's connections to places affect their perception of them?*

Learning opportunities support students to:

- identify how Australia's connections with other countries change people and places
- recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places
- develop appropriate questions to frame an investigation
- locate and collect useful information from primary and secondary sources
- organise and represent data in a range of formats, using appropriate conventions
- interpret data to identify patterns and trends, and to infer relationships
- identify different points of view and solutions to an issue
- reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal
- present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, graphing, communication conventions and discipline-specific terms

This will be achieved by learning about tourism and the impacts tourism has on the Great Barrier Reef. Students will be required to formulate tourism models that support a healthy reef while still benefiting the economy.

TECHNOLOGY

HANDS OFF

In this unit, students will investigate how forces or electrical energy can control movement, sound or light in a designed product or system. They will produce a prototype electrical security device to protect a personal item or area. They will explore the role of people in engineering technologies occupations in developing solutions for current and future use. Students will apply processes and production skills including: investigating, analysing technologies applied in security systems, testing circuits and devices that control movement, sound or light, generating and documenting design ideas for security devices using technical terms and graphical representation techniques, producing a functional prototype by safely using materials, components, tools and techniques, evaluating, design ideas, processes and solutions against negotiated criteria for success including sustainability, collaborating as well as working individually throughout the process, managing by developing project plans that include resources.

