



# Year 6

## Term 1 Overview

Welcome to Year 6! We are thrilled to embark on this final stage of your child's primary education journey together. This year promises to be filled with growth, challenges, and memorable experiences as we prepare your children for the transition to secondary school.

### English: Examining and creating fantasy texts

#### Focus:

Students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial

#### Students will:

- Understand how language features and language patterns can be used for emphasis
- Create detailed texts elaborating on key ideas for a range of purposes and audiences
- Demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing

#### Assessment Tasks

**Week 8** — Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.

## Mathematics

#### Focus:

Students write and apply the correct use of brackets and order of operations in number sentences. They find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume and solve problems involving length and area.

#### Students will:

- Solve problems involving all four operations with whole numbers.
- Write correct number sentences using brackets and order of operations.
- Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation.
- Make connections between capacity and volume.
- Solve problems involving length and area.
- Solve problems using the properties of angles.
- Construct simple prisms and pyramids.

#### Assessment Tasks:

- Investigating angles—Week 4
- Applying order of operations—Week 8
- Investigating pyramids/measurements—Week 10

### Key Dates:

#### Assembly:

Monday's 2:15pm

#### Harmony Day

Thursday 21st March

#### Interschool Sport Starts

Friday 22nd March

#### School Cross Country

Wednesday 27th March

#### End of Term 1

Thursday 28th March

**Buzz Fair**

Tuesday 26th March



# Science: Making changes

## Focus:

Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.

Students will:

- compare and classify different types of observable changes to materials
- follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships
- identify variables to be changed and measured and describe potential safety risks when planning methods
- collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data

# HASS: Australia in a diverse world

## Focus:

*Students demonstrate an understanding of the diversity of places by representing, interpreting and describing data and information about the characteristics of places.*

Students will:

- describe, compare and explain the diverse characteristics of different places in different locations from local to global scales
- describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time
- interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions
- organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions
- present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms

## Assessment Tasks:

\* Australia in a diverse world - **Term 1, Week 8**

# Health and Physical Education

## Focus:

**Movement:**

*People in motion* — Students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses.

**Health:**

*Who influences me?* — Students explain the influence of people and places on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers.

## Assessment Tasks:

- \* Health Assessment - **Term 2 Week 9**
- \* Physical Education Assessment - **Week 9**

# The Arts — Music

## Focus:

This semester, students make and respond to music exploring pieces of music that tell a story, and music that appears in film.

Students will:

- Explain how elements of music are used to communicate meaning in the music they listen to, compose and perform
- Describe how their music making is influenced by music and performances from different cultures, times and places
- Use rhythm, pitch and form symbols and terminology to compose and perform music
- Sing and play music in different styles, demonstrating aural, technical and expressive skills by signing and playing instruments with accurate pitch, rhythm and expression in performances for audiences

## Assessment Task:

\* Going to the movies: Collection of work - **Week 9**

# The Arts — Media arts

## Focus:

Students explore light and shadow in media art forms to create representations and meaning for an audience.

Students will:

- Explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view
- Explain the purposes and audiences for media artworks made in different cultures, times and places
- Work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting

## Assessment Task:

\* Light and shadow - **Term 2 Week 9**

# Homework Expectations

Homework is used as a teaching and learning tool for your child to gain independence, responsibility and to further reinforce their in-class learning. Homework needs to be completed neatly and to the best of their ability. Please see your teacher for further details.

## Important Information

- Please remember to ALWAYS bring a HAT to school. Please ensure that students have their hats labelled and at school everyday for sun safety.
- Remember to bring your water bottle every day; hydration is key!
- We love to have healthy bodies and minds at Brassall and encourage students to bring a healthy lunch each day. Students may also bring fruit or vegetables for morning fruit break.



### Teacher Contact Details:

- 6A - Keryn Stewart - [kstew209@eq.edu.au](mailto:kstew209@eq.edu.au)
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