



Year 6

Term 4 Overview

Welcome back to Term 4 – the final chapter of Year 6's primary school education! Lets keep encouraging everyone to continue working hard and make every moment count!

English: Comparing texts: arguing a point of view

Focus:

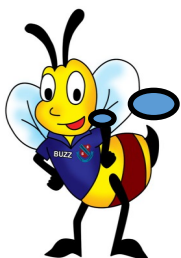
This term, students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students transform an informative text into a literary text for younger audiences.

Students will:

- Understands how the use of text structures can achieve particular effects.
Analyses and explains how language features, images and vocabulary are used by different authors to represent ideas.
- Compares and analyses information in different and complex texts.
- Selects and uses evidence from a text to explain response to it.
- Shows how specific details can be used to support a point of view.
- Creates detailed texts elaborating on key ideas for purposes and audiences.
- Demonstrates an understanding of grammar, and makes considered vocabulary choices to enhance cohesion and structure in writing.
- Uses accurate spelling and punctuation for clarity and makes editorial choices based on criteria.

Assessment Tasks:

- * Comparing texts—arguing a point of view - **Week 5**



Buzz Fair

25th & 26th Nov
1hr on either of those days

Teacher Contact Details:

- 6A - Keryn Stewart - kstew209@eq.edu.au
- 6B - Niccole Fryer - nfrye6@eq.edu.au
- 6C - Jackson Baeumler - jbaeu2@eq.edu.au
- 6D - Ryan Robinson - rrobi178@eq.edu.au

Key Dates:

- Assembly:
Monday's 2:10pm
- P&C Fete
Saturday 19th October
9:30-3:30pm
- WW2 Military Vehicle vist
Wednesday 13th November
Civics excursion
6A & 6C Tuesday 12th November
6B & 6D Thursday 14th November
- Graduation
Tuesday 3rd December
- Yr 6 Splash!
Thursday 5th December
- Awards Ceremony
Friday 6th December

Mathematics

Focus:

This term, students will focus on locating integers and describing transformations, along with describing probabilities and comparing frequencies. They will also investigate and interpret secondary data.

Students will:

- Connect decimal representations to the metric system, choose appropriate units of measurement to perform calculations and compare data displays.
- Connect and apply data and measurement understanding to the inquiry question.
- Use mathematical language and symbols.
- Investigate and interpret data displays and solve problems involving units of measurement.
- Explain and justify conclusions using mathematical evidence.
- Compare observed and expected frequencies, compare a variety of data displays and interpret secondary data.
- Connect and apply data understanding to the inquiry question.
- Describe probabilities using simple fractions, decimals and percentages.
- Compare observed and expected frequencies.

Assessment Tasks:

- * Locating Integers and Describing Transformations - **Week 3**
- * Describing Probabilities and Comparing Frequencies—**Week 5**
 - * Investigating and interpreting secondary data—**Week 7**

Science: Energy and electricity

Focus:

Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. They identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives.

Students will:

- Explain how natural events cause rapid change to Earth's surface
- Explain how scientific knowledge helps us solve problems and inform decisions and identify historical and cultural contributions
- Collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data.
- Construct multimodal texts to communicate ideas, methods and findings.

Assessment Task:

- * Energy and electricity - **Week 7**

Health and Physical Education

Focus:

- In Physical Education (P.E), students perform specialised tennis skills. They combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They demonstrate fair play and skills to work collaboratively during tennis activities and games.
- In Semester 2, in Health students will explore drinks products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.

Assessment Tasks:

- * Physical Education Assessment - **Week 7**

HASS: Australian as citizens

Focus:

In term 4, students will conduct an inquiry to answer the following inquiry question: *How have key figures, events and values shaped Australian society, its system of government and citizenship?*

Students will:

- Explain the significance of an event/ development, an individual.
- Describe the causes and effects of change on society.
- Explain the importance of people, institutions and processes to Australia's democracy and legal system.
- Locate and collect useful data and information from primary and secondary sources.
- Sequence information about events, the lives of individuals in chronological order.
- Collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others.
- Reflect on learning to propose personal and/or collective action in response to an issue, and predict the probable effects.
- Present ideas, viewpoints and conclusions that incorporate source materials, communication conventions and discipline-specific terms.

Assessment Tasks: Australia in the past — **Week 7**

The Arts

Focus:

This semester, students will be exploring Dance. Students will respond to, choreograph and perform dance that uses symmetry as a stimulus to communicate a theme (meaning).

Students will:

- Explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view
- Describe characteristics of dances from different social, historical and cultural contexts that influence their dance making
- Structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning
- Work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.

Assessment Task:

* Symmetry and dance - **Week 10**

Languages-Japanese

This semester in languages, students explore the concept of play and its universality across cultures.

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.

