Learning Area Term Overview

Year 6 Term 4 2020		Assessment
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.	**A letter to the future** *Informative response* Students write a letter to a student in the future to evoke a sense of time and place.
Mathematics	In this unit students apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. Through the proficiency strands - Understanding, Fluency, Problem-solving and Reasoning - students have opportunities to develop understandings of: • **Fractions and decimals** - add, subtract and multiply decimals; divide decimals by whole numbers; calculate a fraction of a quantity and percentage discount; compare and evaluate shopping options. • **Patterns and algebra and Number and place value** - represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, and solve multiplication and division problems using a written algorithm. • **Using units of measurement** - Interpret and use timetables • **Location and transformation** - apply translations, reflections and rotations to create symmetrical shapes. • **Geometric reasoning** - measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts. • **Chance** - conduct chance experiments; record data in a frequency table; calculate relative frequency; write probability as a fraction, decimal or per cent; compare observed and expected frequencies. • **Data representation and interpretation** - compare primary and 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 and reason by interpreting secondary data.	**Describing probabilities and comparing frequencies** *Short answer questions* Students compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages. **Investigating and interpreting secondary data** *Assignment/Project* Students use simple strategies to reason and solve a data inquiry question.
Science	**Life on Earth** In this unit students will explore the environmental conditions that affect the growth and survival of living things. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They will gather, record and interpret observations relating to their investigations. Students will consider	**Investigating mouldy bread** *Experimental investigation* Students develop an investigable question and design an investigation into simple cause-and-effect relationships

		human impact on the environment and how science knowledge can be used to inform personal and community decisions. They will recommend actions to develop environments for native plants and animals.	including identifying variables to be changed and measured and potential safety risks. Students collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.
HASS		**Making decisions to benefit the community** In this unit, students: • investigate a familiar community or regional economics or business issue that may affect the individual or the local community • examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs • identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment • recognise the reasons businesses exist and the different ways they provide goods and services • present findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.	**Making decisions to benefit the community** *Supervised assessment* Students explain ways that resources can be used to benefit individuals, the community and the environment.
HPE	**Movement**	**People in motion** In this context, 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.	**People in motion** *Practical* Students perform free running skills including running, jumping, landing, balancing and safety rolls. To combine free running skills, movement concepts and strategies to complete obstacle courses.
	Health	**Transitioning** In this unit, students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.	**Transitioning** *Research* Students investigate developmental changes and transitions, and explain the influence of people and places on identities. Students recognise the influence of emotions and discuss factors that influence how people interact in new situations.
Design and Technologies		**Harvesting good health** In this unit students will explore how competing factors and technologies influence the design of a sustainable service which provides a plant for the preparation of a healthy food product	**Harvesting good health**: *Portfolio* (Students design a service that provides an edible plant that can be used to create a healthy food product.