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|  | **Year 6 Term Overview** | Term 3 |

**Curriculum Focus**

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| ***English – Language, Literature and Literacy*** | ***Mathematics – Number and Algebra, Measurement and Geometry, Statistics and Probability*** |
| -          Construct an Interpretation on Moon Bears  -          Deconstruct both fiction and non-fictions texts through text structure, language features and images  -          Formulating questions and answers to challenge ideas/view points of others. | -          Calculating percentages  -          Converting from fractions/decimals/percentage  -          Calculating operations using decimals  -          Mapping on Cartesian planes  -          Transforming 2D shapes  -          Calculating area, perimeter and volume  -          Converting measurements  -          Positive and negative integers |
| ***Humanities and Social Sciences – Business and Economics*** | ***Science – Physical Sciences*** |
| -          Exploring needs and wants of individuals, families and communities  -          Discussing goods and services  -          Discussing business and purchasing decisions  -          Investigating trade-offs and opportunity costs | -          Materials and their properties  -          Physical and chemical changes  -          Reversible and Irreversible changes |
| ***Technologies – Digital Technologies*** | ***The Arts – Dance (Semester 2)*** |
| -          Identify properties of products  -          Conduct market research  -          Working in a team to design and create a product to be sold at a market  -          Using recyclable, repurposed and sustainable materials to make our product  -          Reflect on our designs and our market success | -          Responding to a dance explaining how meaning is shown using choreographic devices, production elements and the elements of dance.  -          Choreograph and perform a dance demonstrating technical and expressive skills. |
| ***Health (Semester 2)*** | ***Japanese*** |
| -          Communication and connections with others  -          Maintaining connections with others  -          Transition to high school | -          Learn to communicate about the weather in Japanese.  -          Consider seasonality and its importance in Japan and Australia.  -          Recognise and write basic kanji related to weather events. |
| ***Physical Education*** | ***Music*** |
| -          Games-based unit focusing on fundamental ball skills, movement patterns, decision making and teamwork. These skills will be applied through the game Tchoukball. | -          Students work in groups to create a composition in Rondo form for their chosen instrument.  -          Learn Concert C scale notes on the staff and perform their composition as a group.  -          Reflect on their performance using musical terminology associated with pitch, rhythm, form, timbre, and expression. |