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| Religious Education  **Year 6 Term 4 Overview** | English |
| In Religious Education, students will cover two units this term. The first unit will be the Penance unit of work. The content that students will learn about in this unit include:   * Emotions can influence behaviours and relationships * Jesus teaches that God is a loving father * Jesus came to heal people’s relationships with God and one another * An Examination of Conscience helps people prepare for the Sacrament of Penance * Catholics reconcile with God when they celebrate the Sacrament of Penance * Christians are strengthened by God’s love to show love and mercy to others   The second unit that students will be covering this term is the Advent unit of work. This will contain the following points:   * People ask questions to understand life * The Bible reveals God’s relationship with people * God spoke through the prophet Micah * Jesus teaches people to know God * During Advent Christians prepare for the coming of the Messiah * The Jesse Tree traces the family line of Jesus * Christians believe Jesus came so people can know God and true happiness | For Writing, students will be exploring poetry, and will also construct their own poems that experiment with figurative language, sound devices, and imagery.  In Spelling, students will continue the Spelling Mastery Programs, and begin to look at Latin and Greek root words, as well as exceptions to rules.  In Grammar and Punctuation, students will review direct and indirect speech, apostrophes, text structure and cohesion, and prefixes and suffixes.  Students will also continue with their levelled reading by engaging in the Lexile reading program, as well as engaging with the class novel, ‘Wonder’ by R. J. Palacio. |
| HASS | Digital Technology |
| The focus strand in HASS is Economics, where students will explore the impact a consumer can make on families, the wider community and the environment when purchasing goods and services, the concept of scarcity and trade-offs, and how businesses earn revenue. | Students will learn about the basic functions and interactions of digital systems that cause a production of data, and how this data can be collected, sorted, and visually represented. |
| Mathematics | The Arts |
| Students will continue with our new Mathematics Program called Maths Pathway. Maths Pathway is an interactive, student-centred program that specifically targets a student’s learning needs and develops an individualized learning program for that student. At any time, a student will be working on a variety of mathematical concepts and extending his/her learning based on need. The program is delivered online through the school’s iPads, and students complete exercises in their Mathematics exercise books. Students receive explicit mini-lessons delivered by the teacher to small groups.  In addition, students will also complete a variety of open-ended Mathematics inquiry tasks, encouraging students to use higher order thinking skills to solve problems and understand that some problems can be solved in many different ways, with multiple outcomes. Students are encouraged to find creative solutions in their thinking and problem solving. | Music  The students will be rehearsing our Musical Production. We will be fine tuning choreographed dance routines, learning scripts, and working on the blocking of the production (blocking refers to the physical action within each scene that supports the storytelling). We will be focused on projecting our voices and singing the songs with energy and enthusiasm. Each week, the whole school will gather to put the show together in an effort to create a dynamic and exciting show.  Visual Arts  Students will be exploring and reflecting on various artwork, and the communication of ideas, beliefs, or viewpoints through the art. The students will apply their knowledge, experimenting with different techniques and means to convey meaning and project an interpretation.  They have the opportunity to examine factors that influence artwork from different social, cultural and historical times. |
| Physical Education | Health |
| The children will be learning and practising bat and ball skills through drills relevant to the game of cricket. They will practise catching skills, batting techniques and will learn to field a ball. Focus will be on hand and eye co-ordination. They will participate in an interschool cricket carnival later in the term. | We will be covering topics that are outlined within the Keeping Safe program. The Focus Area for this term is ‘Protective Strategies’. Students will be covering the following topics: strategies for keeping safe and network review and community support. |
| Language | Sciences |
| We will build on science and social sciences learning about animals, playing and celebrating, awareness of our surroundings, concepts of time and place, and describing things in our world. It builds on the language already introduced of storytelling, playing, school and home, time and seasons, national celebrations, domestic, farm and wild animals, and the weather.  With a focus on thinking about the environment, the unit includes stories from Indonesia and Australia that have an environmental and educative theme, and which connect seasons, places, people and animals. It culminates in reflections and celebrations of end-of-year events, including Christmas, and some of the ways it is celebrated in Indonesia and Australia.  A range of language formats, including songs, presentations, discussions and written and illustrated texts, are explored and developed. | The physical environments that surround organisms affect how they develop, when we change the physical conditions for plants this can impact on their growth and survival, Changes such as salt water, use of fertilizers and soil types can all contribute and alter development. We will investigate the delicate balance that is required to keep this in check.  Students learn to understand the effect of environmental stimuli on living things, both in the short term through behaviour and growth, and long-term through evolution. Through their observation, we will analyse the growth of fungi such as yeast and bread mould in different conditions. We will also investigate organisms that live in extreme environments, such as Antarctica or a desert, and consider the effects of physical conditions causing migration and hibernation. |