

## Term 3 Overview Year 6

### Assessment Tasks

AT1: *Letter to the future*

Students write a letter to a student in the future to evoke a sense of time and place.

AT 2: *Panel discussion*

Students participate in a panel discussion to analyse and evaluate the style of an individual author.

### English

#### **C2C Unit 5: 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.

#### **C2C Unit 6: Exploring literary texts by the same author**

In this unit, students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They will compare two novels by the same author to identify aspects of author style. Students will prepare a response analysing author style in the novel, and participate in a panel discussion.

### Assessment Tasks

AT 1: *Number properties and percentage discounts*

AT 2: *Integers, Cartesian plane and transformations*

AT 3: *Fractions and decimals*

### Maths- C2C Consolidated Units 5 and 6

In this unit, students:

- recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication and calculate common percentage discounts on sale items and connect fractions, decimals and percentages as different representations of the same number.
- describe the use of integers in everyday contexts, locate integers on a number line, locate ordered pairs in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.
- locate fractions on a number line, solve problems involving the addition and subtraction of related fractions, calculate simple fractions of a quantity, and describe rules for sequences involving fractions and decimals. They perform calculations on decimals including multiplying and dividing by powers of 10 and making connections between capacity and volume.

### Assessment Task

*Explaining changes to the surface of Earth*

Students explain how natural events cause rapid changes to Earth's surface and identify contributions to the development of science by people from a range of cultures. Students identify how research can improve data.

### Science- C2C Unit 3: Our changing world

In this unit, students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.

### **Assessment Task**

#### *Australia in a diverse world*

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

## **HASS- C2C Unit 3**

### **Australia in a diverse world**

In this unit students will investigate the following key inquiry question:

- *How do places, people and cultures differ across the world?*

Students will:

- examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia
- investigate differences in the economic, demographic and social characteristics of countries across the world
- consider the world's cultural diversity, including that of its indigenous peoples
- identify Australia's connections with other countries
- organise and represent data in large- and small-scale maps using appropriate conventions

### **Assignment/Project**

#### *Let's all be active*

Students describe the significance of physical activity to health and wellbeing, to describe their own and others' contributions to safety and wellbeing. Students examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

## **Health- C2C Unit 2**

### **Let's all be active**

In this unit, students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in

### **Assessment Task:**

#### *Earthquake proof structure*

Students design, construct and evaluate an Earthquake proof structure using a variety of structural building techniques.

## **Design and Technology**

In this unit, students investigate a variety of Earthquake proofing techniques including cross bracing, shock absorption, ideal selection of materials, central pillars and base isolation to stabilise structures. Students will explore the effects of Earthquakes and important preparation for these natural disasters.

### **Assessment Task (During lessons)**

#### *Footsteps Dance Assessment*

Students explain how the elements of dance, choreographic devices and production elements communicate meaning in dance, structure movement in dance sequences and use the elements of dance and choreographic devices to make dance that communicates meaning.

## **Arts: Footsteps Dance Program**

In this unit, students will :

- Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination
- Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community