

# Term 4 Overview Year 6

## Assessment Tasks

### **AT: Argue a point of view**

Students argue a point of view about the effectiveness of literary and informative texts in conveying their message.

## English (C2C Units 7 and 8 consolidated)

### **Comparing texts**

In this unit, 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 identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit.

## Assessment Task

### **AT: Is the game "Dice difference fair?"**

Students write probabilities as fractions, decimals and percentages and compare observed and expected frequencies.

## Maths- C2C Consolidated Units 7 and 8

In this unit, students will investigate the following concepts:

**Chance** –record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large trials on results, compare observed and expected frequencies.

**Data representation and interpretation** – compare primary and secondary data and explore data displays in the media

**Patterns and algebra and Number and place value** –solve integer problems, plot coordinates in all four quadrants

**Fractions and decimals** - add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount

**Geometric reasoning** - apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts

**Location and transformation** - apply translations, reflections and rotations to create symmetrical shapes.

## Assessment Task

### **AT: Mouldy bread Investigation**

Students develop an investigation question, design and conduct an investigation including identifying variables to be changed and measured. Students collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and apply this knowledge.

## Science- C2C Unit 3: 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.

### Assessment Task

#### *AT: Making decisions to benefit the community*

Students explain ways that resources can be used to benefit individuals, the community and the environment.

### HASS- C2C Unit 5

#### **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.

### 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 (continued from term 3)

#### **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

AT 1: *Perspective 3-D Shapes*

AT 2: *Perspective City*

AT 3: *Great Barrier Reef Collage*

### Visual Arts

In this unit, students will use texture and colour to create an interesting collage of an underwater scene, typical to the Great Barrier Reef. Students will demonstrate an understanding of art principles and use creativity to achieve interesting effects. Perspective drawing techniques will be investigated using two and three dimensional shapes.