Y06 Curriculum Overview Semester 2 2024

	Term 3	Term 4
sh	How do authors communicate messages? What makes an infographic effective? Students will explore authors style and how they can effectively convey messages. They will investigate what makes an infographic effective, isolating language features and text structures to enhance a chosen message.	Examining Advertising in the media. In this unit, students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect.
Engli	Assessment task – Infographic on a chosen Asian country: Student's will plan, draft & publish a detailed informative text. They will develop specific detail through the use of objective and subjective language, develop a point of view, convey key information, make considered vocabulary choices and demonstrate an understanding of grammar.	Assessment task - Advertisement: Students create a multimodal advertisement on The Great Barrier Reef and explain how it persuades the viewer.
	Assessment task – Reading comprehension: Students will read and comprehend a letter from a different historical context and analyse and explain language features.	Con La
	Students will apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations. They will develop und	derstandings of:
Mathematics	 Number and place value - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, locating and representing positive and negative integers and solving problems involving integers Fractions and decimals — add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in tenths and hundredths and solve problems involving fractions and decimals Money and financial mathematics — connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items Patterns and algebra — create and complete sequences involving fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems Using units of measurement — connect decimals to the metric system, convert between units of measure, comparing length and solve problems involving and connect volume and capacity Location and transformation — identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, applying one-step transformation and describe the effect of combinations of translations, reflections and rotations. Assessment task - Identifying number properties and calculating percentage discounts: Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages as different representations of the same number. Assessment task - Locating integers and describing transformations: Students describe the use	 Number and place value - solve problems using the order of operations, solve multiplication and division problems using a written algorithm 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 — 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 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. Assessment task - Describing probabilities and comparing frequencies: Students compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages. Assessment task - Investigating and interpreting secondary data: Students use simple strategies to reason and solve a data inquiry question.
Science	Students will explore the following big inquiry question: How does matter change? Through the concept of 'changing states of matter,' they will explore the following: • How can I classify and compare reversible and irreversible changes to substances? • How do I plan a safe, and repeatable, investigation? • What patterns can I identify within my investigation? • How can I conduct a fair test? What variable needs to be changed, measured and controlled? • Were there any possible sources of error in my own or others' methods and/or findings? • Are there any further questions I could investigate? Assessment task – Fair Test: Students conduct a fair test exploring reversible and irreversible change and write a scientific report.	Students will explore the following big inquiry question: How do living things survive change? Through the concept of 'real world,' they will explore the following: • How do changes in physical conditions affect living things? • How can I best construct representations of data and information to highlight patterns, trends and relationships? • What are key intercultural considerations when engaging in scientific research? Assessment task – Advertisement on The Great Barrier Reef: Students will construct an advertisement to explain and predict the effect of environmental change on a living thing in The Great Barrier Reef.

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SPI 	•	Through the concept of 'real world,' they will explore the following: The generaphical diversity and location of places in the Asian radion, and its location in relation to Australia	Through the concept of 'real world,' they will explore the following:
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Image: State Stat	۷	What trends, patterns and relationship can I see within my sources?	 What actions or responses can be propose and what criteria can Luse to assess the possible effects?
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collect and evaluate information and about inferring intensity and activity an		Assessment task – Research task to create an infographic: Students will conduct a research task into an Asian country. They will	Assessment task – Short answer response: Students will respond to selected questions about influences on consumer choices.
Purple		collect and evaluate information and data to identify and describe patterns, trends or relationships. Students will explain the geographical diversity of their chosen country and the effects of interconnections with other countries.	agers
In this unit students explain the influence of people and piece on identities. They explore how important people in their lives and the media can influence heatth bishadout. eggod Students will explore the feelings, challenges, and issue associated with making the transition to secondary school. They device strategies to assist them in making a smooth transition. eggod Students will explore the feelings, challenges, and issue associated with making the transition to secondary school. They device strategies to assist them in making a smooth transition. eggod Students will explore film conventions to represent a choisen Asian country. They will use media and produce a schot media film regarding their country of choice. eggod Students will explore film conventions to represent a choisen Asian country. They will use media and produce a schot media film regarding their country of choice. sessment task - Students will use media an techniques to collaboratively create a plan and produce a schot media film regarding their country of choice. Students will explore and or radional art materials to communicate ideas. Assessment task - Students will are presentation of their chosen country. Students will explore and screating is during ganeplay to open up spin in four specialized movement concepts to achieve outcome in Volleyball Students will explore the making of a material sto communicate ideas. Assessment task - Students will serve the ball into the cort in a game struction and apply the skills of bump and setting in Volleyball game situation in their chosen country. Students will erorom specialised triking skills. They will combine movem		Who in	fluences me?
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