



SPRINGFIELD CENTRAL STATE SCHOOL
YEAR 6
2025
TERM 3 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
ENGLISH	<p>USING LANGUAGE TO PERSUADE</p> <p>Students engage with a range of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own work.</p> <p>Students read, view and comprehend texts that support and extend them as independent readers, monitoring meaning and analysing how text structures and language features work to engage and influence an audience. Through texts, students explore ethical dilemmas or issues in real-world and imagined settings. They examine persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias.</p> <p>Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. Students use interaction skills and awareness of formality when developing and supporting arguments and sharing opinions in speaking and listening situations.</p>	<p>Assessment Technique – Performance/Presentation -</p> <p>Students create a persuasive text to share and explain ideas from topics using text structures, language features and features of voice.</p>
MATHS	<p>NUMBER</p> <ul style="list-style-type: none"> solve practical problems using addition and subtraction of fractions with related denominators solve arithmetic problems involving all four operations with decimals use mathematical modelling to solve practical problems, choose models, representations and calculation strategies, and justify solutions <p>SPACE</p> <ul style="list-style-type: none"> use physical materials to compare the parallel cross-sections of familiar objects including right prisms <p>MEASUREMENT</p> <ul style="list-style-type: none"> apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle convert between common metric units of length, mass and capacity (for example: metres and centimetres) begin to formally use deductive reasoning in spatial contexts involving lines and angles. 	<p>Assessment Technique – Test/Examination</p> <p>Add and subtract fractions, converting units of measurement and solve area and angle problems.</p> <p>Use mathematical modelling to find the best deal using percentages and rational numbers.</p>
SCIENCE	<p>EARTH AND SPACE SCIENCES</p> <p>In this unit, Students continue to develop understanding of how system components are interdependent through modelling the distances and relationships between the sun and planets in the solar system, and Earth's movements in relation to the sun. They recognise the role of gravity in keeping the planets in orbit around the sun.</p> <p>Students work collaboratively and engage with virtual simulations and research to develop models. They use these to explain planetary movement relative to the sun and how Earth's axial tilt, rotation and revolution around the sun relate to cyclic observable phenomena, including variable day/night length and amount of sunlight on the surface of different regions on Earth.</p> <p>Students acknowledge Aboriginal peoples' and Torres Strait Islander peoples' knowledges of the night sky. They explore use of these knowledges for timekeeping purposes, and representation and communication through oral cultural records, rock paintings, paintings and stone arrangements.</p> <p>Students construct a timeline showing ways in which international collaboration and contributions of scientists, mathematicians and astronomers have advanced ideas about the solar system, for example: the International Space Station program.</p>	<p>Assessment Technique – Investigation</p> <p>Students will model the relationship between the sun and planets of the solar system and explain how the relative positions of Earth and the sun relate to observed phenomena on Earth.</p>
HASS	<p>AUSTRALIA'S GLOBAL CONNECTIONS</p> <p>In this unit, students will explore the following key inquiry questions:</p> <ul style="list-style-type: none"> What are Australia's global connections between people and places? How do people's connections to places affect their perception of them? <p>Learning opportunities support students to:</p> <ul style="list-style-type: none"> identify how Australia's connections with other countries change people and places recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places develop appropriate questions to frame an investigation locate and collect useful information from primary and secondary sources organise and represent data in a range of formats, using appropriate conventions interpret data to identify patterns and trends, and to infer relationships identify different points of view and solutions to an issue reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, graphing, communication conventions and discipline-specific terms 	<p>Assessment Technique – Investigation</p> <p>Students will conduct an inquiry to answer the question: How does tourism at the Great Barrier Reef affect people and places?</p>
PROGRAM ACHIEVE	<p>Students engaged in a series of lessons to build social-emotional skills through the use of the five keys: Getting Along, Confidence, Organisation, Resilience and Persistence. They will focus on their own wellbeing and learn how to describe different feelings within themselves and others. Students will explore how to recognise the physical symptoms of when they feel angry, sad or worried and develop strategies for managing these emotions.</p>	<p>Monitoring</p> <p>Observation</p>