



SPRINGFIELD CENTRAL STATE SCHOOL

YEAR 6

2024

TERM 4 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
<p>ENGLISH</p>	<p>USING LANGUAGE TO PERSUADE Students engage with a variety of persuasive texts including film, digital texts, non-fiction or dramatic performances that explore themes of interpersonal relationships and ethical dilemmas in real world settings. Texts may include topics of interest or topics from other curriculum areas.</p> <p>Students examine texts for 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>Students create a multimodal persuasive text for a particular purpose and audience.</p>	<p>Assessment Technique – Extended Response Read, view and comprehend persuasive texts</p> <p>Create a persuasive text for particular purpose and audience</p> <p>Share a persuasive text and interact with an intended audience</p> <p>Monitoring Spell using phonic, morphemic and grammatical knowledge.</p>
<p>MATHS</p>	<p>CHANCE</p> <ul style="list-style-type: none"> 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. <p>DATA REPRESENTATION AND INTERPRETATION</p> <ul style="list-style-type: none"> 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. 	<p>Assessment Technique – Test/Examination Describing probabilities and comparing frequencies</p> <p>Guided Inquiry: Investigating and interpreting secondary data</p>
<p>SCIENCE</p>	<p>MAKING CHANGES In this unit students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.</p>	<p>Assessment Technique – Experimental Investigation Testing change: Reversible or irreversible?</p>
<p>HASS</p>	<p>AUSTRALIA'S GLOBAL CONNECTIONS MAKING DECISIONS TO BENEFIT THE COMMUNITY In this unit, students:</p> <ul style="list-style-type: none"> 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. 	<p>Assessment Technique – Investigation Making decisions to benefit the community - Students explain ways that resources can be used to benefit individuals, the community and the environment.</p>

PROGRAM ACHIEVE	Students will engage 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.	Assessment Techniques – Monitoring Observation
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