



# SPRINGFIELD CENTRAL STATE SCHOOL

## YEAR 6

## 2024

### TERM 2 OVERVIEW



LEARNING AREA	CONTENT	ASSESSMENT
<b>ENGLISH</b>	<p><b>USING TEXT STRUCTURES PURPOSEFULLY</b></p> <p>In this unit, students will engage with a variety of informative texts incorporating texts by First Nations Australian, Australian and world authors. These may include reports, reviews, procedures, biographies and autobiographies. Students will explore content about a wide range of topics of interest or topics being studied in other curriculum areas. They will identify text structures and features including headings, timelines and images and how these inform the reader and improve access to the information in texts. Students will create a report to present to an audience.</p>	<p><b>Assessment Technique – Extended response</b></p> <p>Students will create an information report and present their report to an audience.</p>
<b>MATHS</b>	<p><b>NUMBER AND ALGEBRA</b></p> <p><b>NUMBER AND PLACE VALUE</b></p> <ul style="list-style-type: none"> <li>Identify and describe properties of prime, composite, square and triangular numbers</li> <li>Investigate everyday situations that use integers. Locate and represent these numbers on a number line</li> <li>Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers</li> </ul> <p><b>FRACTIONS AND DECIMALS</b></p> <ul style="list-style-type: none"> <li>Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers</li> <li>Multiply and divide decimals by powers of 10</li> <li>Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies</li> </ul> <p><b>PATTERNS AND ALGEBRA</b></p> <ul style="list-style-type: none"> <li>Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence</li> <li>Explore the use of brackets and order of operations to write number sentences</li> </ul> <p><b>MEASUREMENT AND GEOMETRY</b></p> <p><b>USING UNITS OF MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>Connect volume and capacity and their units of measurement</li> <li>Convert between common metric units of length, mass and capacity</li> <li>Solve problems involving the comparison of lengths and areas using appropriate units</li> </ul> <p><b>GEOMETRIC REASONING</b></p> <ul style="list-style-type: none"> <li>Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles</li> </ul> <p><b>SHAPE</b></p> <ul style="list-style-type: none"> <li>Construct simple prisms and pyramids</li> </ul> <p><b>LOCATION AND TRANSFORMATION</b></p> <ul style="list-style-type: none"> <li>Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies</li> <li>Introduce the Cartesian coordinate system using all four quadrants</li> </ul>	<p><b>Assessment Technique – Test/Examination</b></p> <p>Applying the order of operations</p> <p>Investigating angles, locating integers and describing transformations.</p>
<b>SCIENCE</b>	<p><b>ENERGY AND ELECTRICITY</b></p> <p>In this unit students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students will explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They will identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.</p>	<p><b>Assessment Technique – Experimental Investigation</b></p> <p>Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>

<p><b>HASS</b></p>	<p><b>AUSTRALIANS IN A DIVERSE WORLD</b> In this unit, students:</p> <ul style="list-style-type: none"> <li>• examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia</li> <li>• investigate differences in the economic, demographic and social characteristics of countries across the world</li> <li>• consider the world's cultural diversity, including that of its indigenous peoples</li> <li>• identify Australia's connections with other countries</li> <li>• organise and represent data in large- and small-scale maps using appropriate conventions</li> <li>• interpret data to identify, describe and compare distributions and trends</li> <li>• present ideas, findings and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.</li> </ul>	<p><b>Assessment Technique – Investigation</b> 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.</p>
<p><b>PROGRAM ACHIEVE</b></p>	<p>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 discuss appropriate emotional responses and how personal qualities and strengths influence learning. Students are working towards developing the skills to build positive relationships through effective communication and conflict resolution. They are beginning to recognise the importance of seeking and responding to feedback in order to become confident, resilient and adaptable learners.</p>	<p><b>Monitoring</b> <b>Observation</b></p>