



**KENMORE SOUTH
STATE SCHOOL
Year 6 Overview Term 3**

	Unit Overview	Assessment
ENGLISH	<p>Appreciating and responding to poetry In this unit, students listen to, read and view a range of poetry, including, anthems, odes and narrative poems from different contexts. They will interpret and evaluate poems, analysing how text structures and language features have been constructed by the poet, for specific purposes and effects. Students will create a transformation of narrative poem to a digital multimodal narrative</p>	<p>Appreciating poetry <i>Poetry analysis</i> Students write a poetry analysis, explaining the topic, purpose and audience of the poem; the tone and mood of the poem; and a personal response to the poem.</p> <p>Responding to poetry <i>Digital multimodal narrative</i> Students create a digital multimodal transformation of a narrative poem.</p>
MATHS	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> 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, compare and order positive and negative 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, compare length and solve problems involving length and area 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, apply one-step transformations and describe combinations of translations, reflections and rotations. 	<p>Identifying number properties and calculating percentage discounts <i>Short answer questions</i> 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</p> <p>Locating integers and describing and transformations <i>Short answer questions</i> Students describe the use of integers in everyday contexts, locate integers on a number line, locate and ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.</p> <p>Calculating fractions and decimals <i>Short answer questions</i> Students locate fractions on a number line, solve problems involving the addition and subtraction of related fractions, calculate a simple fraction of a quantity and describe rules for sequences, involving fractions and decimals. To perform calculations on decimals including multiplying and dividing by powers of 10 and make connections between capacity and volume.</p>
SCIENCE	<p>Making changes Students 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>Testing change: Reversible or irreversible? <i>Experimental investigation</i> Students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings</p>
HASS	<p>Making decisions to benefit my community Inquiry questions:</p> <ul style="list-style-type: none"> How can resources be used to benefit individuals, the community and the environment? 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 ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms. 	<p>To explain ways that resources can be used to benefit individuals, the community and the environment. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> recognise why choices about the allocation of resources involve trade-offs explain why it is important to be informed when making consumer and financial decisions identify the purpose of business and recognise the different ways that businesses choose to provide goods and services present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate communication conventions and discipline-specific terms.
HPE	<p>Transitioning Students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p>	<p>Transitioning <i>Written response</i> Students investigate developmental changes and transitions as they move to high school.</p>
MUSIC	<p>Rhythmic riot In this unit students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.</p>	<p>Rhythmic riot <i>Composition, performance and written response</i> Students perform, compose and respond to music featuring rhythmic ostinatos.</p>