



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

	Unit Overview	Assessment
ENGLISH	<p>Interpreting literary texts Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.</p>	<p>A letter to the future Informative response – written Students write a letter to a student in the future to evoke a sense of time and place.</p> <p>Letter comprehension Reading comprehension Students read and comprehend a letter from a different historical context and analyse and explain language features.</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.
TECHNOLOGY	<p>A-Mazing digital display In this unit students engage in a number of activities, including:</p> <ul style="list-style-type: none"> • investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems • following, modifying and designing algorithms that include branching and repetition • developing skills in using a visual programming language within a maze game context • working collaboratively to create a new maze game. <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p>	<p>Portfolio Assessment of student learning will be gathered from an assessment portfolio, which includes a collaborative digital solution. Students will:</p> <ul style="list-style-type: none"> • explain the fundamentals of digital systems • explain how digital systems are connected to form networks • define problems in terms of data and functional requirements • design a user interface and incorporate decision making and repetition into designs • implement their digital solutions

	<ul style="list-style-type: none"> define problems by identifying appropriate data and functional requirements design a user interface, considering design principles follow, modify and design algorithms using simple statements, relating particular programming language statements (steps and decisions) to actions in the game implement their game using visual programming evaluate how well their solutions meet needs plan, create and communicate ideas within a collaborative project, and apply agreed protocols when negotiating, providing feedback, developing plans and sharing online. 	<ul style="list-style-type: none"> explain how student solutions are sustainable and meet needs.
HPE	<p>What am I drinking? Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options. Students:</p> <ul style="list-style-type: none"> understand how drink choices affect health and wellbeing examine drink labels and consider drink alternatives understand how preventative health practices contribute to promoting and maintaining health, safety and wellbeing apply preventative health strategies to promote and maintain the health, safety and wellbeing of individuals and their communities. <p>Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in "All codes" football. Students:</p> <ul style="list-style-type: none"> apply and refine the specialised movement skills of 'all codes' football propose and combine movement concepts and strategies in 'all codes' football. 	<p>Supervised assessment Students describe their own and others' contribution to health and wellbeing. They access and interpret health information, and to apply decision-making skills to enhance their own and others' health and wellbeing. The assessment will gather evidence of the student's ability to: describe their own and others' contributions to health, and wellbeing access and interpret health information apply decision-making skills to enhance their own and others' health and wellbeing.</p>
MUSIC	<p>Going to the movies In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film. Students will:</p> <ul style="list-style-type: none"> explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns a range of pieces of music from films , for example driving the action, setting the scene and mood and portraying characters develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces of music from films rehearse and perform a piece of music from a film and compose a soundtrack to a short segment of film by improvising, sourcing and arranging ideas and making decisions to engage an audience explain how the elements of music communicate meaning by comparing music from a variety of segments of film. 	<p>Assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> explain how the elements of music are used to communicate meaning when they listen to, compose and perform music for stage and screen describe how their making of music for stage and screen is influenced by music and performances from different cultures, times and places use rhythm, pitch and form symbols and terminology to compose and perform music for stage and screen sing and play music for stage and screen that encompasses different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.