



YEAR 6 TERM 4 CURRICULUM 2022

At Camira State School, we are committed to inspiring and empowering our school community to achieve their potential and shape our world. We implement the Australian Curriculum and deliver a strong academic curriculum, orientated towards mastery in literacy and numeracy. During Term 4 in Year 6, the following curriculum is explicitly taught:

ENGLISH	MATHEMATICS	HASS	SCIENCE	TECHNOLOGY	THE ARTS	HEALTH & PHYSICAL EDUCATION	LOTE
<p>Interpreting literary texts</p> <p>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>Focused teaching: Exploration of literary texts with historical contexts</p> <ul style="list-style-type: none"> Building knowledge of time and place Examining language features of a historical recount <p>Examination of personal recounts</p> <ul style="list-style-type: none"> Examination of personal stories <p>Examining language features of a personal letter</p> <ul style="list-style-type: none"> Comprehending the text Exploration of language features in texts Analysing language features of a personal letter Experimenting with language features of a personal letter Investigating language features of a personal letter Writing a personal letter in a contemporary context <p>Assessment Tasks: Letter to the future: Students write a letter to a student from a historical point in time to evoke a sense of time and place. Reading comprehension: Students read and comprehend a letter from a different historical context and analyse and explain language features.</p>	<p>Unit 4</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> Patterns and algebra and Number and place value – solve integer problems, plot coordinates in all four quadrants. Location and transformation - apply translations, reflections and rotations to create symmetrical shapes. Geometric reasoning - measure angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts Chance – conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large trials on results, compare observed and expected frequencies. Data representation and interpretation – compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading <p>Assessment Tasks: Is it fair? Students apply knowledge of chance events; express probabilities as a fraction and to compare expected and observed frequencies. Integers and Cartesian Planes: 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>Australians in a diverse world</p> <p>Inquiry question: How do places, people and cultures differ across the world?</p> <p>Students will:</p> <ul style="list-style-type: none"> describe, compare and explain the diverse characteristics of different places in different locations from local to global scales describe how people, places, communities and environments are diverse interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms <p>Assessment Task: Collection of work: To demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms.</p>	<p>Our changing world</p> <p>Students, explore how sudden geological and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia.</p> <p>Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.</p> <p>Assessment Task: Natural events and change: Students explain how natural events cause rapid changes to the Earth's surface, identify contributions to the development of science by people from a range of cultures, and identify how research can improve data.</p>	<p>Data changing our world</p> <p>In this unit students will explain how information systems meet local and community needs, represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically.</p> <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> explore information systems, including systems that deliver community information and explain how they meet needs collect, manage and analyse data using a range of software (such as spreadsheets) interpret and visualise data to create information define problems by considering what the need is, what data is required, who the audience is and how they will interact with the solution, and what features need to be included implement a digital solution that automates the processing of user input and presentation of information to solve a defined problem apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and information. <p>Assessment Task Collection of work: Students explain how information systems meet needs. They will represent a variety of data types in digital systems and design and create an interactive spreadsheet and share information ethically.</p>	<p>DANCE Dance landscapes</p> <p>In this unit, students make and respond to dance from Australia and Asian countries using cultures and landscapes as stimulus.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore movement and choreographic devices, using the elements of dance and production elements (props, costumes, space) to choreograph dances. <p>Assessment Task: Students explain how the elements of dance, choreographic devices and production elements communicate meaning about cultures and landscapes in dances they make, perform and view.</p> <p>MEDIA ARTS Music video</p> <p>Students will:</p> <ul style="list-style-type: none"> explore representations and characterisations of people in music video and how point of view is controlled by creators of music video through story principles and genre conventions. <p>Assessment Task: Collection of work: Students explore the purpose of music videos and work collaboratively to create a music video.</p>	<p>HEALTH Transitioning</p> <p>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>Assessment Task: Students investigate developmental changes and transitions and the changing nature of personal and cultural identities during the transition to secondary school. They recognise the influence of emotions and discuss factors that influence how people interact in new situations.</p> <p>PHYSICAL EDUCATION All codes – AFL Blitz</p> <p>Students will develop and perform the specialised movement skills of passing, kicking and catching in modified AFL game situations while participating in AFL Queensland's 'AFL Blitz Program'.</p> <p>Assessment Task: Students perform passing, kicking and catching skills in modified AFL game situations.</p>	<p>Story-telling unit "The big Turnip"</p> <p>This unit will begin students' introduction to basic Japanese vocabulary and grammar along with underpinning intercultural competencies. Students will research basic geographical and cultural information regarding Japan. Students will learn basic self-introductory language. Students will be introduced to Japanese script, focusing on the recognition of the first 46 Hiragana.</p> <p>Assessment Task This Term students will look at the Japanese story "Okina Kabu." They will use their knowledge of what they know about the story, Japan and Japanese culture to change the story and retell it.</p>