



**TERM THREE, 2021 OVERVIEW, YEAR 6
TEACHER: Michael Mastrangelo**

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| Welcome to the Term Three learning for Year 6M. This term, students will be engaging in their own personal HASS inquiries based on a historical topic of their choice. Student learning will focus on: |
| **Religion** (New Crossways)**New MITIOG** (Made in the image of God)[Links](https://cesacatholic.sharepoint.com/sites/CatholicIdentityPortal) | Weeks 3-8***Unit Tile: Justice or Freedom; which is more important?***Students will continue to read a range of stories, from different world religions, examining the concepts of justice and freedom. They will learn how key figures in history, such as Martin Luther King, were informed and influenced by their own religious beliefs. They will examine the impact of different religious and non-religious ideas about the formation of the Non-Violent Protest and Human Rights Movements. They will conclude the unit by consolidating their understanding of freedom and justice by examining which, if either, is more important, using their learning in this unit to debate this question. ***In this unit of work, students will:**** explain the different religious concepts of freedom and justice, and give examples;
* state the role of religious beliefs and how they have influenced the human rights and non-violent protest movements; and
* examine and explain why concepts of freedom and justice can conflict.

Weeks 9-10***Unit Tile: Human Sexuality (MITIOG)***Students will demonstrate an understanding of the Catholic perspective of human sexuality with a focus on the appreciation that sexuality is a gift from God to be used respectfully. They will show understanding of the changes that occur during puberty and develop strategies for managing these changes and being respectful towards self and others during this stage of development. ***In this unit of work, students will:**** appreciate the Christian understanding that sexuality is a gift from God who calls people to use it respectfully;
* recognise the physical, social, emotional, spiritual and intellectual growth and development that occurs in males and females during puberty;
* identify strategies for managing physical and emotional changes during puberty; and
* have a basic understanding of the female and male reproductive systems.
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| **Child Protection Curriculum** | ***Focus Area 1: The Right to Be Safe***Students will learn about the various feelings they might have in different situtions. They will identify warning signs: the external signals and internal messages (emotion/feeling) that help them to recognise a situation where they might be at risk of harm. ***Focus Area 2: Relationships***Students will explore a range of relationships and know that relationships can change. They will consider the concept of power; harrasment and bullying; sexual diversity; and rights and responsibilities in relationships so that they can begin to recognise healthy or unhealthy and abusive relationships. They will explore discrimination and the United Nations Conventions on the Rights of the Child.  |
| **English** | ***Interpreting how literary texts create a sense of time and place***Students listen to, read and view extracts from literary texts that convey a historical context. They demonstrate their understanding of how writers can use language features including precise vocabulary and evaluative language to evoke a sense of time and place. Students will create a literary text that represents their own personal experiences and that will establish a sense of time and place for a reader in the future. ***In this unit of work, students will:**** be able to identify and use objective and subjective language appropriate to purpose and context;
* understand how a writer can expand and sharpen ideas through careful choice of language including verb, noun and adverb groups and phrases;
* be able to identify and use vocabulary choices, including evaluative language to express shades of meaning, feeling and opinion;
* understand and be able to use appropriate formality to establish social distance between known and unknown audiences;
* understand and be able to experiment with the language features and text structures that authors use to evoke a sense of time and place; and
* create a letter that evokes a sense of the present time and place.
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| **Mathematics**  | **Weeks 1 – 5:** ***Number and Algebra – Properties of numbers***Students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. ***In this unit of work, students will:**** identify the properties of prime numbers. They will investigate composite numbers and find factor pairs. They will understand that rows and the columns in an array represent two factors of a given number;
* investigate whether a number is prime or composite by finding factors. They will connect the common multiples of a number;
* understand that composite numbers are built up from prime factors. They will model how to record index notation;
* identify, describe and record properties of square numbers. They will apply index notation to square numbers to model efficient expressions; and
* identify everyday situations that use positive and negative integers. They will plot positive and negative integers on a number line.

**Weeks 6 – 10:** ***Number and Algebra – Exploring fraction concepts*** Students are exposed to the different ways to represent fractions and will model equivalent fractions. They will experience different situations that involve fractions. They will learn that some fractions can be simplified to make it easier to calculate with them. Students will solve problems with like or related denominators. ***In this unit of work, students will:**** partition fractions into fractional parts and record relevant addition equations. They will calculate a simple fraction of a quantity;
* order and represent fractions on a number line using benchmark fractions, whole numbers and equivalent fractions. They will explore the relative size of equivalent fractions;
* partition an area into fractional parts and determine the fractional amount. They will understand that fractions are based on how a part relates to the whole. They will model equivalent fractions;
* make and record simple equivalent fractions. They will consider the relationship between the numerator and the denominator. They will investigate how the numerator and denominator change;
* identify similarities between fractions with same or related denominator and solve problems involving addition and subtraction of fractions with the same or related denominator; and
* explore multiplying and dividing fractions.
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| **Science**  | ***Unit Title: Mould Madness***Students will develop an understanding that the growth and survival of living things are affected by the physical conditions of their environment. They will design their own experiments using scientific inquiry skills to test their predictions about mould growth inhibitors. Once this is completed, students will design a ‘mould’ inhibiting kitchen, to show their knowledge of the specific requirements for mould growth. Students investigate Aboriginal uses of fungi and western scientific discoveries that have led to the use of mould for different purposes. ***In this unit of work, students will:**** identify plan and apply the elements of scientific investigations to understand the conditions needed for mould growth;
* know how scientific knowledge is used to solve problems and understand the significance of the discovery of Penicillium;
* make observations of mould growth using magnification and represent their observations with annotated diagrams;
* explore and understand how the environment of moulds used in food production are carefully controlled to promote optimal growth; and
* analyse and describe data collected from mould investigations and collaborate to appropriately communicate their findings.
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| **Humanities and Social Sciences (HASS)**  | ***History – Personal Inquiries*** Students will undertake their own personal inquiries on a historical topic. It is an opportunity for students to develop humanities and social sciences understanding through key concepts including **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities;** and **perspectives and action.** Students will progress through the inquiry cycle, first developing appropriate questions to guide their inquiry about people, events, developments, places, systems and challenges. They will then research their chosen topic through locating and collect relevant information and data from primary and secondary sources. They will analyse, evaluate and reflect on their research to draw conclusions before presenting their findings.  |
| **Health**  | ***Unit Title: One But Many***Students will examine how celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. They will appreciate the diversity of their peers and that of their international community to which they belong. ***In this unit of work, students will:**** examine how identities are influenced by people and places;
* recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours;
* discuss how the actions of bystanders, friends and family can prevent and/or stop bullying and other forms of discrimination and harassment;
* propose strategies to help others understand points of view that differ from their own and to encourage further discussion about individual and cultural similarities and differences in order to tackle racism; and
* explore how valuing diversity positively influences the wellbeing of the community.
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| **Physical Education** | [Michael Musolino curriculum link](https://www.stjopayn.catholic.edu.au/__files/d/16022/PE_Overview_-_Term_3%2C_2021.pdf) |
| **Italian**  | [Emily Parrella curriculum link](https://www.stjopayn.catholic.edu.au/__files/d/16021/Italian_Overview_-_Term_3%2C_2021.pdf) |
| **Arts** | ***Media Arts: Broadcasting my News*** Students will create and analyse a television news story suitable for a young audience. They will present positive representations about a group in the school community. |
| **Music** | [Emma Hills curriculum link](https://www.stjopayn.catholic.edu.au/__files/d/16020/Music_TERM_3_OVERVIEW_2021.pdf) |
| **STEM** | [Nicholas Polvere curriculum link](https://www.stjopayn.catholic.edu.au/__files/d/16025/STEM_TERM_3_OVERVIEW.pdf) |
| **Information Technology** [**Link**](https://stjopayncatholiceduau.sharepoint.com/Shared%20Documents/Revised%20Digital%20Technology%202021.pdf) | ***Unit Title: Connecting digital components***Students will continue to examine digital systems that have internal and external components that perform different functions. They will explore the use of wireless networks through controlling devices remotely via Bluetooth. They will be designing and creating a digital solution that incorporates data being transmitted via an input device or network.***In this unit of work, students will:**** identify and sort digital system components into input and output;
* describe an input and an output when discussing how a digital system processes data;
* explain some advantages and challenges when using Bluetooth low energy technology; and
* create a digital solution that uses a programming board as a way the user interacts.
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| **Design and Technology** | ***Unit Title: Food and Fibre***Students evaluate and reflect on the process of taking plant and animal products from the farm to be ready to be eaten or used. ***In this unit of work, students will:**** Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy; and
* Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services and environments for current and future use.
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| **SPECIAL EVENTS THIS TERM** |
| **Masses** | **St Mary of the Cross MacKillop Mass –** Monday, 9th August 9:30am (Week 4) |
| **Assembly**  | **Year 6 Assembly -** Thursday, 16th September 2:00pm (Week 9) |
| **Excursions/Incursions** | **Excursion to Parliament House –** Monday, 23rd August (Week 6)**Touch Football Carnvival -** Thursday, 2nd September (Week 7) |
| **Pupil Free Days** | Friday, 24th September (Week 10) |
| **Parent/Teacher/Student Dates** | **Book Week Parade -** Thursday, 26th August (Week 6)**School Photo Day –** Friday, 27th August (Week 6) |
| **Holidays** | **End of Term 3 –** Thursday 23rd September, 3:00pm.  |

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| **HOMEWORK FOCUS – HOW TO HELP AT HOME** |
| **Reading**  | Home reading for a minimum of 10-15 minutes. Please encourage and discuss with your child the content of the text they are reading. At this stage of development, we encourage the children to be reading for pleasure. It is of benefit for children to read a variety of materials for example: novels, recipes, informational texts, appropriate newspaper articles, web-based texts etc.  |
| **Mathematics**  | Daily Maths bookwork and set tasks to consolidate learning at school.  |
| **Other**  | Every Tuesday afternoon, between 3pm – 4pm, students will have the option to attend ‘Homework Club’. This is a supervised session with Michael, where students have the opportunity to seek extra teacher support with their homework tasks. At various times throughout the year your child will be given investigation/inquiry tasks within the curriculum areas. In Year 6, students are expected to complete 45-60 minutes of homework Monday-Thursday. This will include online researching, information gathering and preparing for upcoming tests and assignments |
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| **Library Borrowing Day** | Friday |
| **Parent Information** | SEESAW |
| **Key contact details** | Email: mmastrangelo@stjopayn.catholic.edu.au  |