

## Year 6 - Semester 2

Learning area	Unit Summary	
<b>English</b>	<p><b>Exploring Literary Texts- Novel Study</b> Students, as authors, create diary entries that inform and explore themes of interpersonal relationships and ethical dilemmas in real-world settings. During the unit, students will listen to, read and view novels to support and extend themselves as independent readers. They will comprehend texts created to engage audiences. Students will identify similarities and differences of characters, settings and events. They will create a diary entry that includes figurative language through the use of vivid and emotive vocabulary and varied sentence structures. They use and vary text structures to organise, develop and link ideas.</p>	<p><b>Using language to inform and persuade</b> Students, as presenters, will create a persuasive BTN style news report that includes technical information and/or content about a wide range of topics of interest relevant to the school environment. They will engage with a variety of BTN and formal news reports which can be used by students as models for creating their own work.  They will create, edit and digitally present a pre-recorded news report detailing their stance on a chosen topic. They use and vary text structures to organise, develop and link ideas. They include topic-specific vocabulary and multimodal features and features of voice.</p>
<b>Mathematics</b>	<p>Students will be involved in learning the following mathematical concepts:</p> <ul style="list-style-type: none"> <li>• solve practical problems using addition and subtraction of fractions with related denominators</li> <li>• solve arithmetic problems involving all four operations with decimals</li> <li>• use mathematical modelling to solve practical problems, choosing models, representations and calculation strategies, and justify solutions</li> <li>• use physical materials to compare the parallel cross-sections of familiar objects including right prisms</li> <li>• apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle</li> <li>• convert between common metric units of length, mass and capacity (for example: metres and centimetres)</li> <li>• begin to formally use deductive reasoning in spatial contexts involving lines and angles.</li> </ul>	<p>Students will be involved in learning the following mathematical concepts:</p> <ul style="list-style-type: none"> <li>• solve problems involving fractions, decimals and percentages of a quantity, including percentage discounts and choosing efficient calculation strategies using digital tools where appropriate</li> <li>• recognise and use rules that generate growing patterns and number patterns involving natural numbers and rational numbers</li> <li>• apply computational thinking to develop algorithms that use rules to generate numbers, such as to find unknown values in patterns</li> <li>• recognise that probabilities of an event can be described and compared numerically</li> <li>• observe and compare long-run frequencies in repeated chance experiments and simulations.</li> </ul>
<b>Science</b>	<p><b>Physical Science: Exploring Energy and Electricity</b> 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. Use scientific knowledge to assess energy sources selected for a specific purpose.</p>	<p><b>Chemical Sciences Reversible and irreversible changes</b> 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.</p>
<b>HASS</b>	This learning area has been taught, assessed and reported on in Semester 1.	
<b>HPE</b>	<p><b>Physical Education:</b> Students will practice fundamental movement skills and movement sequences using different body parts. They will participate in games with and without equipment.</p> <hr/> <p><b>Health:</b> Students will engage in a range of tasks related to cyber safety, wellbeing and growth mindset, healthy food and lifestyle choices and growing and changing.</p>	
<b>Technologies</b>	<p><b>Digital Technology</b> Students will explore and create with Lego Spike. They will use their knowledge and skills of Lego Spike to create a device to support any aspect of home automation</p>	
<b>The Arts</b>	<p><b>Dance</b> Students explain how ideas are communicated in artworks (dance) they make and to which they respond. They work collaboratively to share artworks (dance) for audiences, demonstrating skills and techniques.</p> <hr/> <p><b>Music:</b> Students will develop their aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion. They will be engaged in singing and playing untuned percussion instruments to improvise and practise a repertoire of chants, songs and rhymes.</p>	