2018 - Term 3 – Trish Main / Joanne Fieldhouse

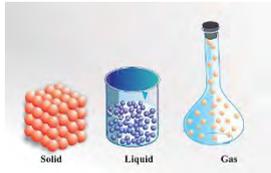| Learning Area	Program Outcomes
Religion	**Confirmation** The units of work that make up the Confirmation program are: 'Empowered by the Spirit', 'Gifted by the Spirit' and 'Spirit of Truth'. Aspects covered in the program are: ● Sacraments of Initiation ● Jesus' promise of the special strength of the Holy Spirit to his Church ● The Giving of the Spirit at Pentecost ● People who drew on the Gifts of the Spirit ● Saint research ● The Beatitudes ● Gifts of the Spirit ● Fruits of the Spirit ● The Holy Spirit in Society ● Virtues of Faith, Hope and Charity ● Values-choosing them day by day ● Pillars of Faith
Maths	**Mathematics - Number and Algebra** ● Positive and Negative Numbers ● Equivalent Fractions ● Add and Subtract Fractions ● Fractions as Division ● Decimal Addition and Subtraction ● Decimal Multiplication ● Decimal Division ● Division by Decimals ● Multiplication of Decimals **Mathematics - Measurement and Geometry** ● Nets of Prisms and Pyramids ● Skeletal Models ● Properties of Angles ● Measure Angles **Mathematics - Statistics and Probability** ● Probability ● Judgements ● Causes of Bias ● Dot Plots ● Line Graphs

	● Pie Chart ● Segmented Bar Charts **Mathematics Problem Solving Strategies** ● Find smaller parts of a large problem ● Make an organised list **Mathematics Investigation** ● 'I've found a million dollars!'
English	**Reading** ● Analyses and uses appropriate reading strategies. ● Reads with fluency and expression, reflecting an understanding of the text that they have read. -Guided Reading – Ability grouped and linked to Cars and Stars -Cars and Stars – focuses on 12 specific reading strategies -Reading Comprehension - higher order comprehension strategies of: compare and contrast, word meaning, summarising, drawing conclusions and making inferences, figurative language, fact and opinion, cause and effect, sequencing, author's purpose, main idea, facts and details, predictions **Viewing** ● Identifies and explores different perspectives on complex issues by viewing and comparing a range of texts. ● Draws on a repertoire of strategies and approaches to analyse meanings in visual texts. ● Makes relevant and succinct notes whilst viewing a variety of visual texts. The children will be viewing various clips through a variety of different learning areas. During the unit they will demonstrate: - The capacity to make meaning from different forms of TV. - The ability to obtain information by viewing. - The ability to identify the message that is being conveyed. - Main characters – Who? Importance to Film/TV show? Storyline. - The role of music – e.g. to indicate a closure, romance, fear, humour. - That visual texts can target particular groups of people and individuals. - An ability to recognise that visual texts may use stereotypes. **Writing** ● Writes with a clear sense of purpose and structure and explores different perspectives when writing. ● Understands and follows the conventions of a text type. ● Edits and re-reads own work to aid in understanding. ● Uses existing spelling strategies and applies new strategies to spell unfamiliar words. - Myths and Legends Narrative Recount - Limericks - Health Persuasive Text - Letter to Teacher

- Fathers' Day Report

Spelling
The program will be based on the text, 'Spelling Rules' (Books E, F and G) by Helen Pearson and Janelle Ho. The spelling unit consists of two parts: the first part will be phonic based and the second part consists of the students learning a spelling rule from the St Luke's Spelling Scope and Sequence.

Grammar
This grammar program is comprised from the St Luke's Grammar Scope and Sequence document. Students will be utilising the text- 'Oxford Grammar 6'.

Adverbs (Tom Swifties), Prepositional Phrases, Synonyms, Antonyms, Homophones Text Cohesion - Omit/Replace words, Pronouns, Possessive Pronouns, Relative Pronouns, Paragraphs, Topic Sentences, Text Connectives,Similies

Listening and Speaking
The students will present information to an audience about a given topic.
Health - Drug Education oral presentation and PowerPoint.

History	

Economics and Business

Students identify the imbalance between needs and wants, and describe how the allocation of resources involves trade-offs. They identify the advantages and disadvantages of specialisation in terms of the different ways businesses organise the provision of goods and services. Students identify the factors that influence consumer decisions when making choices, and the consequences of those choices for businesses and the consumer.

Curriculum Outcomes
Knowledge and Understanding

Trade-offs and impacts of consumer and financial decisions

Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity) (ACHEK009)

Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle) (ACHEK009)

The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers' market or a supermarket chain) and the environment (e.g. pollution, waste) (ACHEK010)

Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue (ACHEK011)

Health	

Drug Education

Resource: 'Challenges and Choices' – Resilience, Drug and Road Safety Education

Alcohol and other drugs (AD)

	Personal, Social and Community Health Descriptors; ● Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053) ● Plan and practise strategies to promote health, safety and wellbeing. ● Examine the influence of emotional responses on behaviour and relationships (ACPPS056) ● Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)
Digital Technology	**Edison Robots** **Knowledge and Understanding** ● Digital systems have components with basic functions and interactions that may be connected together to form networks which transmit different types of data (ACTDIK014) **Processes and Production Skills** ● Collect, sort, interpret and visually present different types of data using software to manipulate data for a range of purposes (ACTDIP016) ● Implement and use simple visual programming environments that include branching (decisions), iteration (repetition) and user input (ACTDIP020) ● Define a problem, and a set of sequenced steps, with users making decisions to create a solution for a given task **Task:** Code an Edison Robot to perform a variety of functions.
Science	**Chemical Sciences** The children will be conducting investigations around the central concept of 'changing states'. They will investigate using a hands on scientific approach utilised from the Primary Connections Framework. The following is a list of the likely investigations: ● Changing states – solids, liquids, gases ● Melting ● Freezing ● Evaporating ● Dissolving ● Gases ● Burning ● Physical/Chemical Change **Outcomes – Chemical Sciences** **Science Understanding** Changes to materials can be reversible or irreversible (ACSSU095) **Science as a Human Endeavour** **Use and Influence of Science** Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)

Science Inquiry Skills

Questioning and Predicting
With guidance, pose clarifying questions and make predictions about scientific investigations (ACSIS232)

Planning and conducting
Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSIS103)

Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (ACSIS104)

Processing and analysing data and information
Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate. (ACSIS107)

Compare data with predictions and use as evidence in developing explanations (ACSIS221)

Evaluating
Reflect on and suggest improvements to scientific investigations (ACSIS108)

Communicating
Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS110)

Year 6

HYPERLINK "http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACSIS110"