

# Program Overview

Term 4 / 2018

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2018 - Term 4 - Year 6 - Program Overview

<b>Learning Area</b>	<b>Program Outcomes</b>
<b>Religion</b>	<p><b><u>Stirred Through Emotions - Bible</u></b></p> <ul style="list-style-type: none"><li>● Identifies the purpose of emotions</li><li>● Demonstrates an understanding of the 6 steps for making choices in times of emotion.</li><li>● Evaluates ways people can develop emotions to do good.</li><li>● Identifies ways Jesus showed love in times of emotion.</li><li>● Recalls facts about the Bible,</li><li>● Interprets things revealed about God through stories in the Old Testament.</li></ul> <p><b><u>Come: Be Reconciled-Penance (Advent/Christmas)</u></b></p> <ul style="list-style-type: none"><li>● Identifies basic lesson learnt in the family</li><li>● Evaluates ways people contribute to family life</li><li>● Creates a family tree using symbols for particular people and events</li><li>● Creates a Jesse Tree using symbols for particular people</li><li>● Recalls the meaning of sin</li><li>● Recalls the rite of Reconciliation</li><li>● Recalls the elements of Reconciliation</li></ul>  A colorful illustration of a nativity scene. An angel with white wings and a blue robe sits on the roof of a wooden stable. Inside the stable, Mary is kneeling in prayer, and the infant Jesus lies in a manger. Joseph stands nearby. Outside, three wise men in ornate robes kneel in adoration. A shepherd with a staff and a white dog stand to the left. The background is a dark blue night sky with white stars.
<b>Maths</b>	<b>Mathematics - Number and Algebra</b>

### Topics Covered

NA 22 Operations with Money

NA 23 Patterns and General Rules

NA 24 Order of Operations



### Mathematics - Measurement and Geometry

### Topics Covered

MG 10 Nets and Prisms and Pyramids

MG 11 Skeletal Models

MG 12 Properties of Angles

MG 13 Measure Angles

MG14 Latitude and Longitude

MG 15 Using Scale

MG 16 Transformation

MG 17 Coordinates in Four Quadrants



### Mathematics - Statistics and Probability

SP 5 Line Graphs

SP 6 Pie Charts

SP 7 Segmented Bar Charts

	<p>SP 8 Side by Side Column Graphs</p> <p>SP 9 The Graph Never Lies</p>
<p><b>English</b></p>	<p><b>Reading</b>  Reads with fluency and expression, reflecting an understanding of the text that they have read.</p> <ul style="list-style-type: none"> <li>-Cars and Stars – focuses on 12 specific reading strategies</li> <li>-Guided Reading – Ability grouped and linked to Cars and Stars</li> <li>-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</li> </ul> <p>Class Novel - <b>Jack’s Island’ by Norman Jorgenson</b></p> <ul style="list-style-type: none"> <li>- Guided Reading</li> <li>- Modelled Reading</li> <li>- Shared Reading</li> <li>- Comprehension Strategies</li> </ul> <p><b>Viewing</b></p> <ul style="list-style-type: none"> <li>● Identifies and explores different perspectives on complex issues by viewing and comparing a range of texts.</li> <li>● Draws on a repertoire of strategies and approaches to analyse meanings in visual texts.</li> <li>● Makes relevant and succinct notes whilst viewing a variety of visual texts.</li> </ul> <p>The children will be viewing material related to Economics and Business (HASS), The Right to be Safe (Health), Earth and Space Sciences (Science)</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Writes with a clear sense of purpose and structure and explores different perspectives when writing.</li> <li>● Understands and follows the conventions of a text type.</li> <li>● Edits and re-reads own work to aid in understanding.</li> <li>● Uses existing spelling strategies and applies new strategies to spell unfamiliar words.</li> </ul> <ul style="list-style-type: none"> <li>- Narrative/Persuasive Writing - <b>‘Jack’s Island’ by Norman Jorgenson</b> - The children will write responses to themes in the novel, focusing on narrative and persuasive structure.</li> </ul> <p><b>Spelling</b>  The program will be based on the text, ‘Spelling Rules’ (Book E,F,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.</p>

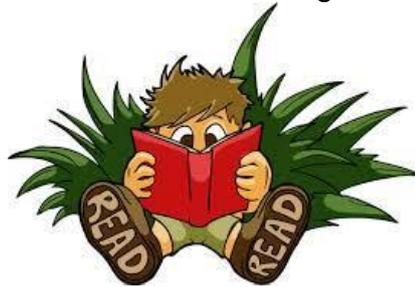
### Grammar

This grammar program is comprised from the St Luke's Grammar Scope and Sequence document. Included throughout the term will be revision from Year 5. Children will be utilising 'Oxford Grammar 6'.

Subject/Verb, Subject/Verb/Object, Coordinating and subordinating conjunctions, Main clauses and subordinate clauses, Simple, compound and complex sentences, Commas separating clauses, Direct and indirect speech, Apostrophes of contractions, Apostrophes of possession, Grammar in Informative texts

### Listening and Speaking

The students will present information to an audience about a given topic - 'Natural Disaster Presentation' - Integrated into Science, English and Digital Technology.



### HASS

### 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.
- Students will complete a Market Stall Challenge for the St Luke's Feast Day Celebrations. A Business Plan Booklet will be completed and handed in for assessment.

### 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](#))

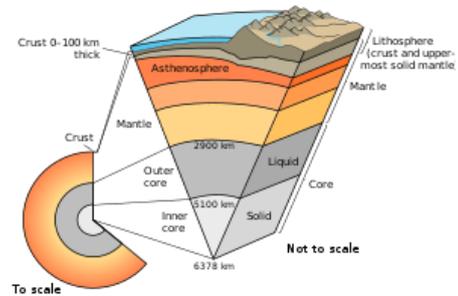
Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue ([ACHEK011](#))



## Earth's surface and earthquakes'

They will investigate using a hands on scientific approach utilised from the Primary Connections Framework. The following is a list of likely investigations:

- Earthquake explorers
- Energetic Earthquakes
- Modelling earthquakes
- Plates on the move
- Changes over time



HYPERLINK "<http://www.australiancurriculum.edu.au/curriculum/contentdescription/AC SIS110>"