



# Wellers Hill State School

Everyone connected, Everyday striving to succeed, Everywhere learning



## Year 6 Term 1 2024

Learning Area	Unit Summary (in ACJ Classes: taught in English Japanese)	Assessment
English	Students listen to and read <i>short stories</i> by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students learn how to use language patterns for emphasis. They create a detailed short story about a character who faces a conflict, elaborating on key ideas for a purpose and audience. Students explore how to adapt or combine aspects of other short stories to enhance their text. Students reflect on the writing process when making and explaining editorial choices.	Weeks 8 - 10
Mathematics	<p><b>Number and Place value</b>- Describe integers in everyday contexts and locate integers on a number line.</p> <p><b>Location and transformation</b> -Identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants. Apply one-step transformation and describe the effect of combinations of translations, reflections and rotations.</p> <p><b>Fractions</b>-Compare, add and subtract fractions.</p> <p><b>Timetable</b> - interpret and use timetables and cost information to determine a travel schedule.</p> <p><b>Patterns and algebra</b> - Write and apply the correct use of brackets and order of operations in number sentences</p>	<p>Week 5</p> <p>Week 9</p> <p>Week 4</p> <p>Week 8</p>
Science	Life on Earth - biological science (ACJ) - 2 hours with Specialist teacher, (ACE) - 1 hour with classroom teacher Students explore the environmental conditions that affect the growth and survival of living things.	ACJ Life on Earth unit Week 6 & 7
HASS	<p><b>Global poverty</b> Students measure human wellbeing and the geographical factors associated with the distribution of wealth</p> <p><b>Migration and Citizenship</b> Students research migrants and explain their significance and influence on Australian society. Students explain the importance of people, institutions and processes to Australia's democracy and legal system.</p>	<p>Week 3 Part A</p> <p>Week 7 Part B</p> <p>Term 2 Part C</p> <p>Migration Assignment</p> <p>Week 9</p>
Languages Japanese	<p><b>ACJ classes</b> Students are invited to the Annual United Nation Youth Global Conference. They will make a short speech about a global issue that is occurring in your country and deliver a message to the people around the world to raise awareness. Their teacher will read a text about a global issue. They will listen to the text and answer questions</p> <p><b>ACE classes: What is a character?</b> Students explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Japan and Australia.</p>	<p>Listening Week 6</p> <p>Writing Week 7</p> <p>Speaking Week 8</p> <p>Week 8</p>
HPE	<p><b>Physical Education: Junior lifesaver</b> (Part Two) Students perform freestyle, backstroke, breaststroke and survival backstroke with fluency and control. They will combine lifesaving skills, movement concepts and strategies to complete lifesaving scenarios.</p> <p><b>Health: Life Education</b> 'Think Twice' Students explore a range of issues around the social, legal and physical consequences of alcohol consumption, giving them the knowledge and skills to use if faced with making decisions related to alcohol in the future.</p>	<p>Week 7 Term 4</p> <p>Assessment throughout Term 1 and 4</p> <p>Week 6 Part A</p> <p>The rest completed in Term 2</p>
The Arts	<p><b>Music: Music Step 6</b> Students sing and play music in different styles, demonstrating aural, technical and expressive skills with accurate pitch, rhythm and expression when singing and playing, use rhythm, pitch, form, symbols and terminology to compose and perform music, explain how the elements of music communicate meaning in the music they listen to, compose and perform, and describe how their music making is influenced by music and performances from different cultures, times and places.</p> <p><b>Dance</b> To perform, choreograph and respond to dance using the theme of adventure as stimulus.</p>	<p>Assessment completed throughout the Semester</p> <p>Assessment completed in Term 1</p>
Technologies	<p><b>Design Technologies</b> Students create and plan the production of making bread considering factors, ingredients, materials and conditions that affect the production and design process. They then implement their design plan and self-evaluate the effectiveness of their design choices.</p>	Assessment completed in Term 2