



## Curriculum Overviews are an important way for our community to **BELONG, TRUST AND FLOURISH.**

- A sense of **BELONG**ing comes from the community understanding what happens in our school.
- At Bellbird Park SS, you can **TRUST** that we implement the Australian Curriculum using appropriate pedagogy for cohorts and individuals.
- Here is a summary of the teaching, learning and assessment that will help your child to **FLOURISH** in **YEAR 6, TERM 1.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
<b>ENGLISH</b>	<p><b>Exploring shifts in time</b> Students engage with a variety of literary texts including films, digital texts and novels for enjoyment. These texts may include less predictable characters, elaborated events, flashbacks and shifts in time and literature by First Nations Australian, Australian and world authors including texts from and about Asia. Students explore contexts in which texts were created and how ideas and events are represented by authors. They explore author style, use of text structures and language features, and identify interpersonal relationships between characters. Students use texts as models to adapt a narrative and participate in discussion.</p>	<p><b>Narratives: Creating an adaptation</b> To review, discuss and comprehend aspects of familiar narrative texts; and to create an adaptation, reflecting the context of one narrative and experimenting with literary devices, storylines, characters and settings. <i>Multimodal: written, spoken/signed</i></p>
<b>MATHEMATICS</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• expand the repertoire of numbers students work with to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane</li> <li>• solve addition and subtraction problems involving fractions with related denominators</li> </ul> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>• solve practical problems and justify solutions using coordinates on a Cartesian plane</li> <li>• begin to formally use deductive reasoning in spatial contexts involving tessellating patterns using combinations of transformations</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• determine the mode and range and discuss the shape of distributions in reports of findings from statistical investigations using discrete and continuous numerical and ordinal categorical data</li> </ul>	<p><b>Using integers and ordering common fractions</b> To represent integers on a number line and order common fractions, giving reasons.</p> <p><b>Locating ordered pairs on the Cartesian plane and creating tessellating patterns</b> To locate and represent ordered pairs on the Cartesian plane and create tessellating patterns using combinations of transformations.</p> <p><b>Planning and conducting a statistical investigation about sustainability</b> To plan and conduct a statistical investigation and compare distributions of data. To critique arguments presented in advertisements based on statistics.</p>
<b>SCIENCE</b>	<p><b>Our changing world</b> In this unit, students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related</p>	<p><b>Explaining changes to the surface of Earth</b> To explain how natural events cause rapid changes to Earth's surface and identify contributions that help minimise the impact of natural disasters.</p>

	to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.	
<b>HASS</b>	<p><b>Australia past and present</b> Students will investigate the experiences of European explorers, convicts, settlers and Australia's first peoples; and the impact of colonisation, federation and migration on the lives of different groups of people in the past. They will examine key people, events and values that shaped Australian society and its system of government and citizenship.</p>	<b>Developing citizenship in Australia</b> - Investigate how Australia became a federation; explore the three levels of government; and how citizenship rights have changed for different groups.
<b>HPE</b>	<p><b>Physical Education - People in motion</b> In this context, students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses.</p> <p><b>Health - Let's all be active</b> In this unit, students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p>	<p><b>Physical Education</b> - Students perform free running skills including running, jumping, landing, balancing and safety rolls. To combine free running skills, movement concepts and strategies to complete obstacle courses. <i>Practical</i></p> <p><b>Health</b> - Students describe the significance of physical activity to health and wellbeing, to describe their own and others' contributions to safety and wellbeing. Students examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. <i>Assignment/Project</i></p>
<b>TECHNOLOGIES (Digital Literacy)</b>	<p>Digital Literacy learning continuum is organised into 4 elements:</p> <ul style="list-style-type: none"> <li>• Practising digital safety and wellbeing</li> <li>• Investigating</li> <li>• Creating and exchanging</li> <li>• Managing and operating</li> </ul>	Not summatively assessed.
<b>THE ARTS (Dance)</b>	Students extend their awareness of the body as they combine movements that use body parts and actions with those involving body zones and bases. They extend their understanding and use of space, time, dynamics and relationships including performing in groups of varying sizes. They extend their use of various combinations of fundamental movement skills and technical skills, developing competence, body control and accuracy. They explore meaning and interpretation, forms and elements of dance, including the use of space and energy in dances as they make and respond to dance.	Not summatively assessed.