



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 3.**

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
ENGLISH	<p>Persuading Others</p> <p>Students engage with a range of texts which provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own work.</p> <p>Students read, view and comprehend texts that support and extend them as independent readers, monitoring meaning and analysing how text structures and language features work to engage and influence an audience.</p> <p>Through texts, students explore ethical dilemmas or issues in real-world and imagined settings. They examine persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias.</p> <p>Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. Students use interaction skills and awareness of formality when developing and supporting arguments and sharing opinions in speaking and listening situations.</p>	<p>Speaking and Listening - To create a vlog to present a persuasive argument to a person of importance.</p>
MATHEMATICS	<p>Number</p> <ul style="list-style-type: none"> • solve practical addition and subtraction problems involving fractions with related denominators • solve arithmetic problems involving all four operations with decimals • use mathematical modelling to solve financial and other practical problems, choosing models, representations and calculation strategies and justify solutions <p>Space</p> <ul style="list-style-type: none"> • develop a range of written and digital means for representing objects and three-dimensional spaces in two dimensions • compare the parallel cross-sections of objects and recognise relationships to right prisms <p>Measurement</p> <ul style="list-style-type: none"> • apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle • begin to formally use deductive reasoning in spatial contexts involving lines and angles • identify and compare the parallel cross section for right prisms • convert between common metric units of length, mass and capacity 	<p>Using mathematical modelling to solve a practical problem involving percentages and rational numbers - To use mathematical modelling to find the best deal using percentages and rational numbers.</p> <p>Adding and subtracting fractions, converting units of measurement and solving area and angle problems - To add and subtract fractions with related denominators. To convert between common units of length, mass and capacity and use all 4 operations with decimals. To solve problems involving areas of a rectangle and angle properties.</p>
SCIENCE	<p>Energy and Electricity</p> <p>In this unit students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students will explore how energy from a variety of sources can be used to generate electricity</p>	<p>Test/ Research Task:</p> <p>To 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. To explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>

	and identify energy transformations associated with different methods of electricity production. They will identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.	
HASS	<p>Geography/Economics and Business</p> <p>In this unit, students will investigate features of places, and compare human and environmental characteristics of places. They will explore why some places are special to people, the interconnectedness of people, places and the environment, and the importance of using places sustainably and in ways that benefit the community.</p>	<p>Connections to Places</p> <p>To compare the places, people and cultures of Australia and Indonesia, identifying how they are connected. To explain how resources can be used to benefit individuals, the community and the environment.</p>
HPE	<p>PE - Over the net</p> <p>In this unit, students will perform specialised tennis skills. They will combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They will demonstrate fair play and skills to work collaboratively during tennis activities and games.</p> <p>Health - Transitioning</p> <p>In this unit, students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p>	<p>PE - Over the net</p> <p>Students perform specialised tennis skills. Students combine movement concepts and strategies during games to open up space on the court to win points or gain control during rallies. Students demonstrate fair play and skills to work collaboratively during tennis activities and games.</p> <p>Health - Transitioning</p> <p>Students investigate developmental changes and transitions, and explain the influence of people and places on identities. Students recognise the influence of emotions and discuss factors that influence how people interact in new situations.</p>
DESIGN AND TECHNOLOGIES	<p>Hands off!</p> <p>In this unit students will investigate how electrical energy can control movement, sound or light in a designed product or system. They will design a solution to an environment's security need and make a prototype electrical device that is part of the solution.</p>	<p>Hands off! - Portfolio</p> <p>To design a solution to an environment's security need and make an electrical device that is part of the solution</p>
THE ARTS – Visual Arts	<p>Grand Shelter Designs</p> <p>In this unit, students explore the design process by identifying a need then designing a product that will enhance school engagement, interaction or purpose.</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore and explain the work of designers who respond to culture, time and place, including Aboriginal, Torres Strait Islander and Asian designers, and use this in the development of their own artworks • apply the design process in research and development of a product to meet the needs of the school environment, clients and/or culture using appropriate visual conventions (digital imaging, model making, drawing) to demonstrate vision as a designer • plan the presentation of design process and product with explanation of need and solution to enhance meaning for audience • compare the influence of culture, time and place on design products and use art terminology to explain aesthetic and functional adaptation of design. 	<p>Grand Shelter Designs</p> <p>Purpose: To use the design process to develop a concept drawing of a shelter for a particular site and purpose.</p>
LANGUAGES - French	<p>What's in a name?</p> <p>In this unit, students use language to communicate ideas relating to personal names and personal identity.</p> <p>Students will:</p> <ul style="list-style-type: none"> • engage with a range of texts about personal identity • create connected texts using descriptive language • use a range of language to give personal information about identity for a range of purposes • participate in intercultural experience to notice, compare and reflect on language and culture. 	<p>What's in a name?</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • identify key points and supporting details when reading and listening • convey information in formats to suit specific audiences and contexts • use present tense verb forms, positive and negative statements • make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life • explain to others French terms and expressions that reflect cultural practices.