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 4.***

LEARNING AREA	UNIT OVERVIEW	ASSESSMENT
ENGLISH	**Completing a Novel Study** Through a novel study, students explore themes of interpersonal relationships and ethical dilemmas in real-world or imagined settings. Additional texts may be provided to support meaning, build background knowledge and extend learning. Students read, view and comprehend a selected novel which includes a range of less predictable characters and elaborated events including flashbacks and shifts in time. Through texts, students identify narrative text structures and language features, recognising how authors often adapt these. Students identify and explain author style and analyse how language features work together to meet the purpose of the narrative. Through teaching and learning, students plan, create, edit and publish a written imaginative text, organised into characteristic stages and phases of a narrative. Ideas are developed and expressed in varied and cohesive paragraphs, using a variety of complex sentences, expanded and sharpened through careful choice of vocabulary. They experiment with literary devices to shape meaning or evoke responses from the reader.	**Reading, viewing and comprehending imaginative texts:** To read, view and comprehend imaginative texts. **Writing and creating imaginative texts:** To create a written narrative including a supporting image.
MATHEMATICS	**Number** • solve arithmetic problems involving all four operations with natural numbers of any size, including unknown values • extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers **Probability** • describe and compare probabilities numerically • observe and compare long-run frequencies in repeated chance experiments and simulations	**Using pattern rules and solving problems using fractions, decimals and percentages:** To estimate and solve problems involving rational numbers and percentages, identify and explain rules in growing patterns, and create and use algorithms. **Probability:** To assign probabilities using common fractions, decimals and percentages. Students conduct simulations using digital tools, to generate and record the outcomes from many trials of a chance experiment. They compare observed frequencies to the expected frequencies of the outcomes of chance experiments.
SCIENCE	**Making Changes** Students investigate chemical changes that are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.	**Experimental investigation – Testing change: Reversible or irreversible?** To plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings.

HASS	**Geography/Economics and Business** 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.	**Connections to Places** 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.
HPE	**PE - 'All Codes' Football** In this unit students will develop and perform the specialised movement skills of passing, kicking and catching in 'All codes' football game situations. They will propose and combine movement concepts and strategies to achieve outcomes in 'All codes' football. **Health - Transitioning** 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.	**PE - 'All Codes' Football** Students perform passing (shoulder and push pass), kicking (punt kick), and catching skills (taking a mark) in game situations. Students propose and combine movement concepts (space, effort, time and relationships) and offensive and defensive strategies to achieve outcomes in 'All codes' football. **Health - Transitioning** 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.
DESIGN AND TECHNOLOGIES	**Hands off!** 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.	**Hands off! - Portfolio** To design a solution to an environment's security need and make an electrical device that is part of the solution
THE ARTS – Visual Arts	**Grand Shelter Designs** In this unit, students explore the design process by identifying a need then designing a product that will enhance school engagement, interaction or purpose. Students will: • 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.	**Grand Shelter Designs** Purpose: To use the design process to develop a concept drawing of a shelter for a particular site and purpose.
LANGUAGES - French	**What's in a name?** In this unit, students use language to communicate ideas relating to personal names and personal identity. Students will: • 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.	**What's in a name?** The assessment will gather evidence of the student's ability to: • 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.