



Religious Education	Mathematics	English	
<p>Penance</p> <ul style="list-style-type: none"> - Emotions can influence behaviours and relationships - Jesus teaches that God is a loving father - Jesus came to heal people’s relationships with God and one another - An Examination of Conscience helps people prepare for the Sacrament of Penance - Catholics reconcile with God when they celebrate the Sacrament of Penance - Christians are strengthened by God’s love to show love and mercy to others <p>Advent/Christmas</p> <ul style="list-style-type: none"> - People ask questions to understand life. - The Bible reveals God’s relationship with people. - God spoke through the prophet Micah. - Jesus teaches people to know God. - During Advent Christians prepare for the coming of the Messiah. - The Jesse Tree traces the family line of Jesus. - Christians believe Jesus came so people can know God and true happiness. 	<p>Number and Algebra</p> <ul style="list-style-type: none"> - Make connections between equivalent fractions, decimals and percentages (ACMNA131) - Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132) - Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence (ACMNA133) - Explore the use of brackets and order of operations to write number sentences (ACMNA134) <p>Measurement and Geometry</p> <ul style="list-style-type: none"> - Convert between common metric units of length, mass and capacity (ACMMG136) - Connect volume and capacity and their units of measurement (ACMMG138) - Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (ACMMG141) <p>Statistics and Probability</p> <ul style="list-style-type: none"> - Describe probabilities using fractions, decimals and percentages (ACMSP144) 	<p>Language</p> <ul style="list-style-type: none"> - Understand that social interactions influence the way people engage with ideas and respond to others; for example, when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) - Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492) - Understand that the meaning of sentences can be enriched through the use of <u>noun</u> groups/phrases and <u>verb</u> groups/phrases and prepositional phrases (ACELA1493) - Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520) - Understand how to use and apply phonological and morphological knowledge to <u>read</u> and <u>write</u> multisyllabic words with more complex letter combinations, including a variety of <u>vowel</u> sounds and known prefixes and suffixes (AC9E4LY09) <p>Literature</p> <ul style="list-style-type: none"> - Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques, for example character development and plot tension (ACELT1605) - Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614) - Create literary texts by developing storylines, characters and settings (ACELT1794) - Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613) <p>Literacy</p> <ul style="list-style-type: none"> - Analyse strategies authors use to influence readers (ACELY1801) - Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) - Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711) - Use interaction skills such as acknowledging another’s <u>point of view</u> and linking students’ response to the topic, using familiar and new vocabulary and a range of <u>vocal effects</u> such as tone, pace, pitch and volume to <u>speak</u> clearly and coherently (ACELY1688) 	
Visual Art	Health	Humanities & Social Sciences	Immersion, Excursions and Events
<p>MAKING</p> <p>Ideas Exploration of <u>artwork</u> inspired by observation or imagination from various artists and cultures that use materials and techniques to enhance the artist’s belief or viewpoint (ACAVAM114) Application of <u>visual art elements</u> and selection of materials, media and/or technologies, to communicate an idea, belief or viewpoint (ACAVAM115)</p> <p>Skills Development and application of artistic techniques and processes with:</p> <ul style="list-style-type: none"> • colour (colour wheel; tertiary colour) • line (lines that create an illusion) • space (focal point and one-point perspective; basic facial proportions; horizontal and vertical symmetry) • texture (real and simulated) <p>to create artwork (ACAVAM115)</p> <p>Production Presentation and reflection of ideas, feelings, beliefs and viewpoints expressed in artwork, including consideration of audience and feedback (ACAVAM116)</p> <p>RESPONDING Appreciation of diverse interpretations/readings of an <u>artwork</u> by different audiences (ACAVAR117)</p>	<p>Being healthy, safe and active</p> <p>Plan and practice strategies to promote a healthy lifestyle, including:</p> <ul style="list-style-type: none"> - refusing medicines, tobacco, alcohol or other drugs - improving the nutritional value of meals - increasing physical activity - being safe in an online environment - developing and practising action plans for emergency situations to ensure the safety of themselves and others (AC9HP6P10) <p>Contributing to Healthy and Active Communities</p> <ul style="list-style-type: none"> - meeting physical activity recommendations - identifying the importance of social support and a sense of belonging in promoting mental health and wellbeing (ACPPS058) <p>Keeping Safe</p> <p>Topic 1: Strategies for keeping safe</p> <p>1.1 Trust, talk, take control</p> <p>1.2 Problem-solving card activity</p> <p>1.6 Exploring resilience</p> <p>1.7 Language of resilience</p> <p>Topic 2: Network review and community support</p> <p>2.1 Network review challenge</p> <p>2.4 Persistence</p>	<p>Migration</p> <ul style="list-style-type: none"> - Stories of groups of people who migrated to Australia (including from one Asian country), the reasons they migrated (e.g. push–pull factors) and their contributions to society (ACHASSK136)(ACHASSK137) <p>HASS Skills/Library</p> <p>Questioning and researching</p> <p>Locate and collect information and/or data from a range of appropriate <u>primary sources</u> and <u>secondary sources</u> e.g. <u>media</u>, library catalogues, interviews, internet (WAHASS52)</p> <p>Analysing</p> <p>Translate collected information and/or data to a variety of different formats e.g. create a timeline, draw maps (WAHASS58)</p> <p>Communicating and Reflecting</p> <p>Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms e.g. written, oral, visual, digital, tabular, graphic, maps (WAHASS61)</p>	<p>7th October – Students commence</p> <p>18th October – Regional Spelling Bee</p> <p>29th October – Interschool Athletics</p> <p>31st October – P&F Fun Run</p> <p>1st November – All Saints Day Mass 9am</p> <p>19th November – ERP Expo 2pm</p> <p>22nd November – Year 6 Assembly & Adventure World</p> <p>27th November – EduDance Concert</p> <p>29th November – Graduation Dinner</p> <p>4th December – Excursion morning</p> <p>6th December – Graduation Mass</p>



Statement of Intent – Year 6 – Term 4 2024

Physical Education	Technologies	Japanese	STEM Science
<p>Moving our body</p> <p>-Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal: relationship to and with objects, people, and space (ACPMP061;065)</p> <p>Understanding movement</p> <p>-Benefits of regular physical activity and physical fitness to health and wellbeing: control of weight and blood fats such as cholesterol, and improved concentration (ACPMP064)</p> <p>Learning through movement</p> <p>-Solutions to movement challenges through the use of basic strategies and tactics (ACPMP068)</p>	<p>DESIGN TECHNOLOGIES</p> <p>-Past performance, and current and future needs are considered when designing sustainable food and fibre systems for products.</p> <p>-Principles of food preparation for healthy eating.</p> <p>-Characteristics, properties and safe practice of a range of materials, systems, tools and equipment; and evaluate the suitability of their use.</p>	<p>Communicating</p> <p>Students will convey information, ideas, and opinions related to their personal and social worlds (ACLJAC148)</p> <p>Understanding</p> <p>Understand that language and culture are integral to the nature of identity and communication. (ACLJAU162)</p>	<p>Earth and Space Science</p> <p>Sudden geological changes and extreme weather events can affect Earth’s surface</p> <p>Science for Human Endeavour</p> <p>Understand that science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects on historical and cultural contributions. Scientific knowledge is used to solve problems and inform personal and community decisions</p> <p>Science Inquiry Skills</p> <p>Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS103) Compare <u>data</u> with predictions and use as <u>evidence</u> in developing explanations (AC SIS221)</p>