



Statement of Intent – Year 6 – Term 2 2022

Learning Outcomes (WA Curriculum)	Religious Education	Mathematics	English
	<p>Eucharist</p> <ul style="list-style-type: none"> - Understand the content of the Christian message, by relating it to examples drawn from their experiences. - Recognise that every good value, attitude or way of doing things is a sign of God's presence and influence within culture. - Know and appreciate the values of Christ and those of his Gospel as the basis for living out the Christian mission in the world. - Every Eucharist is a call to service and Jesus is present in the Eucharist. -The Mass prepares people to go and be like Jesus in the world. <p>Prayer</p> <ul style="list-style-type: none"> - Understand that Catholics are empowered to live like Jesus as they draw on the power of the spirit and of the Kingdom through Sacraments, Scripture, prayer and other ways Jesus taught. - Jesus taught his followers to pray individually and as a community and we are strengthened by prayer to choose good. - Understand that God offers salvation through Christ who models how to live in a truly human way. 	<p>Number and Algebra</p> <ul style="list-style-type: none"> - Identify properties of prime, composite, square and triangular numbers - Compare fractions with related denominators and locate and represent them on a number line. - Solve problems involving addition and subtraction of fractions with the same or related denominators. - Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies. <p>Measurement and Geometry</p> <ul style="list-style-type: none"> - Construct simple prisms and pyramids. <p>Statistics and Probability</p> <ul style="list-style-type: none"> - Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies. 	<p>Reading and Viewing</p> <ul style="list-style-type: none"> - Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings - Analyse strategies authors use to influence readers - Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts - Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts - Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion - Understand that cohesive links can be made in texts by omitting or replacing words - Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects <p>Writing and Creating</p> <ul style="list-style-type: none"> - Plan, draft and publish persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience - Re-read and edit students' own and others' work using agreed criteria and explaining editing choices - Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways - Analyse how text structures and language features work together to meet the purpose of a text - Understand how to use phonic knowledge and accumulated understandings about blending, letter-sound relationships, common and uncommon letter patterns and phonic generalisations to read and write increasingly complex words <p>Speaking and Listening</p> <ul style="list-style-type: none"> - Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis - Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions - Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience
	Technologies	Humanities & Social Sciences	
	<p>Digital Technologies Processes & Production</p> <ul style="list-style-type: none"> -Collect, store and present different types of data for a specific purpose using software. - Create and communicate information, including online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct). <p>Knowledge & Understanding</p> <ul style="list-style-type: none"> -Digital systems have components with basic functions that may connect together to form networks which transmit data. 	<p>Geography</p> <ul style="list-style-type: none"> -The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region -Differences in the economic characteristics (e.g., per capita income, energy consumption), demographic characteristics (e.g., population size, density) and social characteristics (e.g., life expectancy, education) of a selection of countries across the world -The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia -Australia's connections with countries (e.g., trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places (ACHASSK141) 	



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Japanese	Sport	STEM	Immersion, Excursions and Events
<p>•Students will learn to read and write hiragana script</p> <p>•Students will communicate by learning the vocabulary associated with learning hiragana script</p> <p>•Students will be able to use and understand simple grammar structures</p> <p>•Vocabulary: Hiragana-the basis あいうえお、かきくけこ、さしすせそ、たちつてと、なにぬねの、はひふへほ、まみむめも、やゆよ、らりるれろ、わんを・ Hiragana-ten ten and maruがぎぐげご、ざじずぜぞ、だでど、ばびぶべぼ・ Hiragana-combinations ,</p> <p>•Grammar:</p> <p>•Telling this isこれは _____です。</p> <p>•Basic grammar structure _____は adjectivesです。</p> <p>•Learning about manga and anime</p> <p>•Assignment on their favourite anime</p>	<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control (ACPMP061; ACPMP065)</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer (ACPMP061; ACPMP065)</p> <p>Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal: (ACPMP063)</p> <p>Benefits of regular physical activity and physical fitness to health and wellbeing: (ACPMP064)</p> <p>Solutions to movement challenges through the use of basic strategies and tactics (ACPMP068)</p>	<p>Physical Science</p> <p>Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources (ACSSU097)</p> <p>Science 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 (ACSIS103)</p> <p>Compare data with predictions and use as evidence in developing explanations (ACSIS221)</p>	<p>• 26th April - Anzac Day Service</p> <p>• 6th May - Mothers' Day Stall</p> <p>• 17th May – Lightning Carnival</p> <p>• 3rd June - Cross Country Carnival</p> <p>• 28th June - Interschool Cross Country</p> <p style="text-align: center;">Health</p> <p>Being healthy, safe and active</p> <ul style="list-style-type: none"> • Ways that personal identities change over time (ACPPS051) • Criteria that can be applied to sources of information to assess their credibility (ACPPS053)