



Statement of Intent – Year 6 – Term 2 2024

Learning Outcomes (WA Curriculum)	RELIGIOUS EDUCATION	MATHEMATICS	ENGLISH	HUMANITIES & SOCIAL SCIENCES
	<p>EUCCHARIST</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"> - Investigate everyday situations that use integers. Locate and represent these numbers on a number line - 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. - Interpret and use timetables <p>STATISTICS AND PROBABILITY</p> <ul style="list-style-type: none"> - Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables. - Interpret secondary data presented in digital media and elsewhere. 	<p>LANGUAGE</p> <ul style="list-style-type: none"> - Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases - Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion. - Understand how to use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patters, spelling generalisations to spell new words including technical words <p>LITERATURE</p> <ul style="list-style-type: none"> - Identify, describe, and discuss similarities and differences between texts. - Identify the relationship between words, sounds, imagery and language patterns in narratives. - Make connections between students' own experiences and those of characters and events represents in texts drawn from different historical, social and cultural contexts. <p>LITERACY</p> <ul style="list-style-type: none"> - Participate in and contribute to discussions, clarifying and interrogating ideas. - 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 - Plan, draft and publish persuasive texts. - Re-read and edit students' own and others' work using agreed criteria and explaining editing choices. 	<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 (ACHASSK138) - 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 (ACHASSK139) - 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 (ACHASSK140) - Australia's connections with countries (e.g., trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places (ACHASSK141) <p>LIBRARY/HASS SKILLS</p> <p>Questioning and researching</p> <ul style="list-style-type: none"> - Develop and refine a range of questions required to plan an inquiry (WAHASS51) - 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>, books, interviews, internet) (WAHASS52) - Record selected information and/or data using a variety of methods e.g. graphic organisers, paraphrase, summarise (WAHASS53) <p>Analysing</p> <ul style="list-style-type: none"> - Use criteria to determine the relevancy of information e.g. consider accuracy, reliability, publication date, usefulness to the question (WAHASS55) - Interpret information and/or data collected e.g. sequence events in chronological order, identify cause and effect, make connections to prior knowledge (WAHASS56)



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HEALTH	STEM SCIENCE	STEM TECHNOLOGIES	IMMERSION, EXCURSIONS AND EVENTS
<p>COMMUNICATING AND INTERACTING FOR HEALTH AND WELL BEING</p> <p>Skills to establish and manage positive relationships, such as:</p> <ul style="list-style-type: none"> • showing respect and empathy • being cooperative • actively listening • being trustworthy • accepting differences <p>(ACPPS055)</p> <p>KEEPING SAFE: Focus Area 2: Relationships (KSCPC)</p>	<p>Science Understanding Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources.</p> <p>Science as Human Endeavor Scientific knowledge is used to solve problems and inform personal and community decisions.</p> <p>Science Inquiry Skills Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts.</p>	<p>DESIGN TECHNOLOGIES</p> <ul style="list-style-type: none"> - Electrical energy and forces can control movement, sound or light in a product or system. 	<ul style="list-style-type: none"> • Wednesday 24th April: ANZAC Day Service led by Year 6 • Thursday 25th April: ANZAC Day (Public Holiday) • Friday 19th April: Merit Assembly • Friday 26th April: Merit Assembly • Wednesday and Thursday 8-9th May: Mother's Day Stall • Friday 10th May: Mother's Day Breakfast and Liturgy • Tuesday 28th May: VANS Lightning Carnival • Friday 31st May: Merit Assembly • Monday 3rd June: WA Day (Public Holiday) • Friday 14th June: Merit Assembly • Tuesday 18th June: Cross Country Carnival • Friday 21st June: Merit Assembly & Disco and STEM Expo • Friday 28th June: Celebrate NAIDOC Week
SPORT	MUSIC	JAPANESE	
<p><u>Moving our body</u></p> <ul style="list-style-type: none"> - Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control (ACPMP061, 065) - Basic strategies and tactics to successfully achieve a movement outcome or goal: body awareness, spacial awareness, relationship to and with objects, people, and space (ACPMP063) <p><u>Learning Through Movement</u></p> <ul style="list-style-type: none"> - Solutions to movement challenges through the use of basic strategies and tactics (ACPMP068) - Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest (ACPMP069) 	<p>Ideas</p> <ul style="list-style-type: none"> • Improvisation with, and manipulation of, the elements of music to create simple compositions and arrangements, imitating some characteristics of musical styles (ACAMUM089) <p>Skills</p> <ul style="list-style-type: none"> • Development and consolidation of aural and theory skills. (ACAMUM088) <p>Performance</p> <p>Application of rehearsal processes to improve music performance and sustain and enhance audience engagement (ACAMUM090)</p> <p>Responding</p> <ul style="list-style-type: none"> • Responses to and contributions as performers and audience members, appropriate to culture and/or context (ACAMUR091) 	<p>Explore how the Japanese language is both influenced by and in turn influences other languages and cultures, for example, in relation to food, music, sport and technology.</p> <p>Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource.</p>	