



Statement of Intent – Year 6 – Term 3 2024

L e a r n i n g O u t c o m e s (W A C u r r i c u l u m)	RELIGIOUS EDUCATION	MATHEMATICS	ENGLISH	HUMANITIES & SOCIAL SCIENCES
	<p>CONFIRMATION</p> <ul style="list-style-type: none"> • God created people with a body and soul • Jesus promised the Holy Spirit • The gift of the Holy Spirit • Celebrating the Sacrament of Confirmation • The fruits of the Holy Spirit strengthen people to live like Jesus • Every Sunday is a new Pentecost <p>Growing as God wants</p> <ul style="list-style-type: none"> -People grow and develop as unique individuals -Jesus showed his followers how to express the love and goodness of God. -Jesus teaches people to live God's Law. -The Sacraments make God present and active. -God is present within each baptised person. -The gift of sexuality is sacred. -Respect for self and others is an important Christian attitude. 	<p>NUMBER AND ALGEBRA</p> <ul style="list-style-type: none"> • 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"> • Connect decimal representations to the metric system • Solve problems involving the comparison of lengths and areas using appropriate units • Introduce the Cartesian coordinate system using all four quadrants <p>STATISTICS AND PROBABILITY</p> <ul style="list-style-type: none"> • Compare observed frequencies across experiments with expected frequencies 	<p>LANGUAGE</p> <ul style="list-style-type: none"> • Understand how authors often innovate on text structure and play with language features. • Understand how to use knowledge of known words <p>LITERATURE</p> <ul style="list-style-type: none"> • Analyse and evaluate similarities and differences in texts on similar topics, themes or plots. • Identify the relationships between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse. • Experiment with text structure and language features with their effects in creating literacy texts. <p>LITERACY</p> <ul style="list-style-type: none"> • Participate in and contribute to discussions, clarifying and integrating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions. • Plan draft and publish texts choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience. 	<p>ECONOMICS & BUSINESS</p> <ul style="list-style-type: none"> • Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity) • Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle) • The impact consumer purchasing decisions can have on a family, the broader community • Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue <p>HASS/LIBRARY SKILLS</p> <p>Questioning and researching</p> <ul style="list-style-type: none"> - 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>Analysing</p> <ul style="list-style-type: none"> - Interpret information and/or data collected e.g. sequence events in chronological order, identify cause and effect, make connections to prior knowledge (WAHASS56) - Translate collected information and/or data to a variety of different formats e.g. create a timeline, draw maps (WAHASS58) <p>Evaluating</p> <ul style="list-style-type: none"> - Draw and justify conclusions, and give explanations, based on the information and/or data in texts, graphs and maps e.g. identify patterns, infer relationships (WAHASS59)



Statement of Intent – Year 6 – Term 3 2024

HEALTH	STEM SCIENCE	STEM TECHNOLOGIES	IMMERSION, EXCURSIONS AND EVENTS
<p>BEING HEALTHY SAFE & ACTIVE</p> <ul style="list-style-type: none"> • Strategies and resources to understand and manage the changes and transitions associated with puberty such as: <ul style="list-style-type: none"> ○ Minimising and managing conflict ○ Recognising and building self-esteem ○ Selecting and managing relationships <p>KEEPING SAFE:</p> <ul style="list-style-type: none"> ○ Privacy and the body ○ Recognising abuse ○ Cyber safety ○ Domestic and family violence 	<p>Chemistry</p> <ul style="list-style-type: none"> • Changes to materials can be reversible or irreversible (<u>ACSSU095</u>) <p>Science as Human Endeavour</p> <ul style="list-style-type: none"> • Scientific knowledge is used to solve problems and inform personal and community decisions (<u>ACSHE100</u>) <p>Science Inquiry Skills</p> <ul style="list-style-type: none"> • With guidance, pose clarifying questions and make predictions about scientific investigations (<u>AC SIS232</u>) • Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (<u>AC SIS103</u>) • Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in <u>data</u> using <u>digital technologies</u> as appropriate (<u>AC SIS107</u>) • Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (<u>AC SIS110</u>) 	<p>DIGITAL TECHNOLOGIES</p> <ul style="list-style-type: none"> • Whole numbers are used to represent data in a digital system • Collect, sort, interpret and visually present different types of data using software to manipulate data for a range of purposes • Design, modify, follow and represent both diagrammatically, and in written text, simple algorithms (sequence of steps) involving branching (decisions) and iteration (repetition) • Implement and use simple visual programming environments that include branching (decisions), iteration (repetition) and user input 	<ul style="list-style-type: none"> • Wednesday 19th July – St Benedict’s Feast Day Mass 9am and Talent show 11am • Tuesday 23rd July – Confirmation Parent Theology night 6:30pm • Wednesday 24th July – Year 6 Expo • 27/28th July – Confirmation Commitment Mass • Friday 2nd August – Merit Assembly • Tuesday 6th August – Lightning Carnival Year 6 and Confirmation workshop • Saturday August 10th – School Community Mass 6pm • Friday 16th August – Pupil Free Day • Saturday 17th August – Confirmation Mass 2pm • Monday 19th August – Catholic Day • Tuesday 20th August – Book Parade K-Yr 2 9am, Yr 3-6 9:30am • Friday 23rd August – Athletics Carnival • Sunday 25th August – Confirmation Mass 2pm • Tuesday 27th August – Parent Info Session Years 5 & 6 Growth and Development Talks 5:30pm • Wednesday 28th August – Father’s Day Stall • Thursday 29th August – Father’s Day Liturgy & breakfast 8am and Year 5/6 Growth and Development talk • Friday 30th August – Father’s Day stall, Merit Assembly and Year 5/6 Goldfields Incursion • Friday 6th September – Merit Assembly and Athletics Field and Team games • Thursday 12th September – Parish Mass Year 6 • Friday 13th September – Merit Assembly • Friday 20th September – Merit Assembly



Statement of Intent – Year 6 – Term 3 2024

VISUAL ARTS	SPORT	JAPANESE	
<p>Making</p> <ul style="list-style-type: none"> Application of visual art elements and selection of materials, media and/or technologies, to communicate an idea, belief or viewpoint (ACAVAM115) Development and application of artistic techniques and processes with shape, colour, space, texture and value. <p>Responding</p> <ul style="list-style-type: none"> Personal responses, using visual art terminology, about how visual art elements, techniques and symbolic meaning communicate ideas and messages; and identifying factors that influence artwork from different social, cultural and historical times (ACAVAR117) 	<p>Moving our body</p> <ul style="list-style-type: none"> Linking of fundamental movement skills to specific skills used in organized games, sports, an activities (ACPMP061, ACPMP065) Basic strategies and tactics to achieve a movement outcome or goal (ACPMP063) <p>Understanding movement</p> <ul style="list-style-type: none"> Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills (ACPMP065) <p>Learning through movement</p> <ul style="list-style-type: none"> Ethical behaviour in applying rules in all game situations (ACPMP069) 	<p>Communicating</p> <ul style="list-style-type: none"> Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time and to show interest in and respect for them (ACLJAC145) Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments (ACLJAC152) <p>Understanding</p> <ul style="list-style-type: none"> Engage with authentic spoken language, recognising how words blend Understand the relationship between sounds, words, and meaning such as noticing that certain combinations of two moras make one rhythm unit (ACLJAU156) 	