

# Year Six News

## Timetable:

6A	Mon	Tues	Wed	Thurs	Fri
<b>1<sup>st</sup> Session</b>	Literacy  10:00am Music	Literacy  10:05am LOTE (A Block Technology Lab)	9:00am HPE  10:05 Literacy Intervention group	9:35am Intervention Groups  Literacy	Literacy
<b>2<sup>nd</sup> Session</b>	Math  12:45pm LOTE (Library Technology Lab)	Math	Math	Math  Media	Math
<b>3<sup>rd</sup> Session</b>	Science	HASS/Media	Science	HASS	Art

## IMPORTANT DATES:

6<sup>th</sup> February 2024 – Grip Leadership conference at the MECC

12<sup>th</sup> March 2024 – School Photos

## LEARNING OUTCOMES FOR EACH SUBJECT THIS TERM

### MATHEMATICS

Number:

- Expand the repertoire of numbers students work with to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian Plane.
- Solve addition and subtraction problems involving fractions with related denominators.

Space:

- Solve practical problems and justify solutions using coordinates on a Cartesian plane.
- Begin to formally use deductive reasoning in spatial contexts involving tessellating patterns using combinations of transformations.

Statistics:

- Using discrete and continuous numerical and ordinal categorical data in reports. Using statistical investigations students will determine the mode and range, and discuss the shape of distributions.

### ENGLISH

#### Examining advertising in the media:

In this unit students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for persuasive effect. Students will demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement while providing an explanation of their creative choices. On the completion of this task students will present a three-minute presentation outlining the text key elements and why they chose them.

## **SCIENCE**

### Physical conditions effect living things and habitats:

Students will examine how changes to the physical environment through individual and community intervention impacts on the ecosystem now and in the future. Students will also investigate and analyse data and draw conclusions from evidence based scientific knowledge to support their findings.

## **HASS**

### Geographical diversity of places:

Students will examine geographical diversity of a place in detail and how that diversity directly affects interconnections with other countries. Students will then evaluate a range of information and data formats to identify and describe how patterns, trends and inferred relationships are interpreted. Students will then use that information to evaluate evidence and draw conclusions.

## **MEDIA ARTS**

### A persuasive media presentation:

Students will develop media production skills to communicate ideas, perspectives and/or meaning through manipulation of media languages including images, sounds, texts and interactive elements. They will use media languages, technologies and production processes to construct media arts works that communicate ideas, perspectives and meaning for specific audiences. They will present media art works in formal and informal settings using responsible media practices.

## **MUSIC**

This term students will explore the genre of silent movies. They will explore the impact sound has on enhancing a storyline. They will modernize a silent movie to have dialogue and sound effects and will perform this to their peers. Students will explore formal and informal language and will explore their understanding of communication and relationships and how it may have been viewed differently in the time of silent movies.

## **HPE/HEALTH**

This term students will refine and modify movement skills and apply movement concepts across a range of new physical challenges and situations across a series of indoor and outdoor obstacle courses. Students will be expected to describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

In Health, students will observe a number of emotional responses and relationship scenarios. Students will learn to recognise inappropriate emotional responses and will plan and role-play how empathy could be provided to encourage a more positive emotional response.

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