

# Term 2 Newsletter

## Class 6A & 6B

### General Information

Welcome to term two. We are moving towards the half way point and getting students ready for high school and Sydney/Canberra trip. Keep an eye on the calendar and notes for a number of sports trials, public holidays, instrumental camp and Sydney/Canberra deposits due this term.

### English

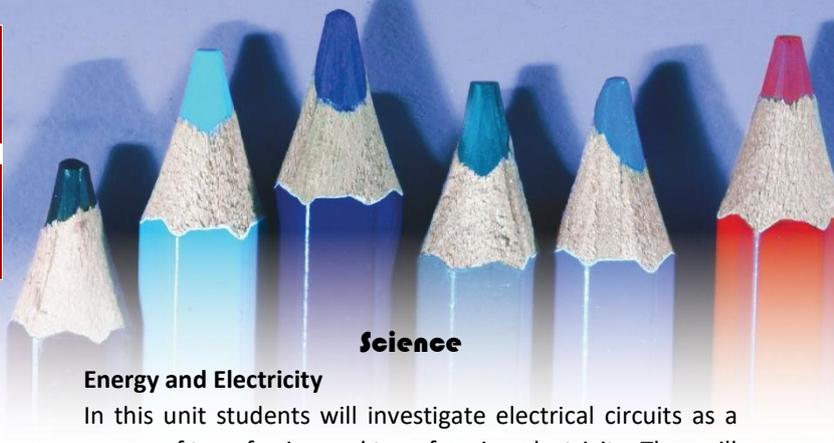
In this unit, students listen to, read and view a variety of news reports from television, radio and the internet. Students identify and analyse bias in media reports. They evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience. They create a written response to a news report.

In our second unit students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.

### Maths

This term in maths we are covering a variety of concepts.

- Number and place value - select and apply mental and written strategies and digital technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers.
- Fractions and decimals - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare fractions with related denominators and locate them on a number line.
- Patterns and algebra - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations.
- Using units of measurement - make connections between volume and capacity.
- Shape - problem-solve and reason to create nets and construct models of simple prisms and pyramids.
- Geometric reasoning - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.



### Science

#### Energy and Electricity

In this unit students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students will explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They will identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.

#### Humanities & Social Sciences

In this unit, students will explore the following inquiry questions:

- What does it mean to be an Australian citizen?
- How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?

Learning opportunities support students to:

- recognise the responsibilities of citizens in Australia's democracy
- consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens
- identify different points of view
- examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children
- investigate stories of groups of people who have migrated to Australia since Federation
- evaluate the contribution of individuals and groups to the development of Australian society since Federation
- sequence information about events and represent time by creating timelines

#### Physical Activity

All students will create an athletic-themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.

#### Health

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In this unit, students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation and physical activity.

### Music

This term students will explore the world of film music. They will study well known film works to perform and analyse the music using the elements to explain how effective the music is at conveying a desired emotion or mood.

### Performing Arts

This term students will continue to work on how the dance elements can be used in a creative way to express stories.

This term students will explore the dramatic form of puppetry. They will also respond to how different performance venues can be used to communicate different meanings.

### Visual Arts

In this unit students explore contextualisation of objects and non-traditional art materials to communicate ideas.

Students will:

- explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal, Torres Strait Islander and Asian artists and consider this in the development of their own artworks
- experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view
- plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context
- compare contextualisation of ready-mades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern.

### Technology

In this unit, students critically examine technologies – materials, systems, components, tools and equipment – that are used regularly in the home and in local, national, regional or global communities, with consideration of society, ethics

and social and environmental sustainability factors. Students consider why and for whom technologies were developed.

Students engage with ideas beyond the familiar, exploring how design and technologies and the people working in a range of technologies contexts contribute to society. They seek to explore innovation and establish their own design capabilities. Students are given new opportunities for clarifying their thinking, creativity, analysis, problem-solving and decision-making. They explore trends and data to imagine what the future will be like and suggest design decisions that contribute positively to preferred futures.

### Japanese

