TOPIC OUTLINE
Term 2, 2016
Grade 6

INTEGRATED

Learning to Lead (Government focus: Week 1-5)
Inquiry Question:
• How does the Government represent us?

Key Learning Area:
• Social Sciences: Civics and Citizenship.

Understandings:
• There are 3 levels of Government.
• Politicians are elected by members of the community to represent them.

Skills:
This term your child will:
• Discuss the responsibilities of individuals in a democratic society.
• Identify the roles of each level of Government.
• Examine the democratic process followed to elect a Government.
• Create a political party with values, policies and a campaign.
• Construct a flow chart to show how laws are passed through Parliament.
• Discuss an issue currently being debated in Federal Parliament.

Migration: Moving Stories (Weeks 6-11)
Inquiry Question:
• What impact have migrants had on the character of Australia’s society?

Key Learning Area:
• History

Understandings:
• Migrants who have made Australia their new home have played an important role in Australia’s history.
• Migrants have arrived on Australian shores in a variety of ways.
• Australia is a multicultural nation due to migration.

Skills:
This term your child will:
• Compare factors that have contributed to people migrating to Australia.
• Describe cultural practices related to family life, beliefs and customs of newly arrived migrant groups.
• Connect stories of migration to students’ own family histories.
• Place key events, ideas movements and people in chronological sequence.
• Use timelines to describe past events and changes.
• Identify and develop a timeline of world unrest that contribute to migration.
ENGLISH
Reading and Viewing:
This term your child will:
• Analyse and evaluate similarities and differences in texts on similar topics, themes or plots.
• Select and read increasingly complex texts to further develop comprehension and knowledge of vocabulary.
• Use comprehension strategies to interpret and analyse information and ideas from a variety of sources.

Writing
This term your child will:
• Use a range of software, including word processing programs, learning new functions as required to create texts.
• Reread and edit student's own and others' work using agreed criteria and explaining editing choices.
• Develop legible handwriting style, that is fluent and automatic and varies according to audience and purpose.
• Use banks of words, base words to identify spelling patterns and generalisations to learn and spell new words.
• Investigate how complex sentences can be used to elaborate and extend ideas.
• Experiment with text structures and language features to create a digital story
• Plan, draft and publish informative and imaginative texts.

Speaking & Listening
This term your child will:
• Participate in and contribute to discussions, clarifying ideas, developing and supporting arguments.
• Use interaction skills, for different purposes and audiences.
• Understand how language is used to evaluate texts and make connections to the text and other sources.
• Plan, rehearse and deliver presentations.

MATHS
Number
This term your child will:
• Identify and describe properties of prime, composite and square numbers.
• Select and apply efficient mental and written strategies to solve problems involving all four operations with whole numbers.
• Explore the use of brackets and order of operations to write number sentences.
Measurement and Geometry

This term your child will:

- Identify and compare the properties of two-dimensional shapes.
- Measure the area and perimeter of regular and irregular shapes.
- Investigate and measure angles.

Statistics and Probability

This term your child will:

- Interpret and compare a range of data displays, including side by side column graphs.
- Comprehend and interpret secondary data represented in digital media.

SOCIAL and EMOTIONAL LEARNING

Interpersonal Development

This term your child will:

- Demonstrate, through their interactions in social situations, respect for a diverse range of people and groups, including peers and community groups.
- Work effectively in different teams, take on a variety of roles to complete tasks of varying length and complexity.
- Provide feedback to others and evaluate their own and the team’s performance.

Personal Learning

This term your child will:

- Describe task progress and achievements.
- Demonstrate learning habits that address their individual needs.
- Seek and respond to teacher feedback to develop their content knowledge and understanding.
- Actively develop, monitor and refine strategies that create a positive learning environment in the classroom.

VISUAL ARTS:

This term your child will:

- View the artist Claude Monet and his painting on Poppies near Argenteuil and use his technique to create interesting artwork. They will create textile artwork using the skills of measuring, threading and weaving. They will learn to create a portrait of themselves focusing on shape and placement of facial features.
PHYSICAL EDUCATION:
This term your child will:

- Regularly participate in moderate to vigorous activities, both independently and in groups with the awareness of the fitness characteristics; for example moderate activity is associated with a slight but noticeable increase in heart rate and breathing.
- Be able to perform complex motor skills in a range of games and activities with added demands; eg: applying skills in a defensive situation.
- Be able to use specified criteria to assess their own and others’ skill development and game performance with the understanding of responsibilities associated with a variety of roles in games and activities; eg: umpire, coach, players. Your child will understand in detail the rules of volleyball, European handball and bat tennis.

ITALIAN:
This term your child will:

- Be encouraged to understand the similarities and differences in cultural practices and the use of culturally appropriate behaviours and language in a range of familiar situations. They are encouraged to use descriptive adjectives when describing Italian culture, foods and celebrations.