TOPIC OUTLINE
Term 3, 2014
Grade 6

INTEGRATED

Escape to Freedom!

Inquiry Question:
- How has war shaped the Australia of today?
- What impact have migrants had on the character of Australia’s society?

Key Learning Area: History

Understandings:
- The impact of war has developed Australia’s culture and identity.
- Many factors contributed to people migrating to Australia.
- Democracy and citizenship of migrant groups plays an important role in Australia’s history.

Skills:
- Read, view and interpret stories about war and migration.
- Compare factors that have contributed to people migrating to Australia.
- Describe the significance of various wars.
- Investigate the experiences of democracy and citizenship of migrant groups (internment camps, assimilation policies, anti discrimination legislation, mandatory detention, pay and working condition.)
- 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 in the 1900’s (World Wars, Vietnam war, Tiananmen square massacre, the war in Sudan.)

ENGLISH

Reading and Viewing:
This term your child will:
- Identify, describe and discuss the similarities and differences between texts, including those by the same author or illustrator and evaluate characteristics that define the author’s individual style.
- Analyse strategies authors, including Jeannie Baker, use to influence readers.
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources, including media and digital texts.
- Select, navigate and read texts for a range of purposes, including to complete research, applying appropriate text processing strategies and interpreting structural features for example, table of contents, glossary, chapters, headings and sub headings.
Writing
This term your child will:
- Understand the use of commas to separate clauses.
- Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas.
- Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways, including the use of technology.
- Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

Speaking & Listening
This term your child will:
- Understand that the different social and geographical dialects or accents are used in Australia in addition to Standard Australian English.
- Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.

MATHS
Number and Algebra
This term your child will:
- Investigate and calculate percentage discounts of 10%, 25%, and 50% on sale items with and without digital technologies.
- Find a simple fraction of a quantity where the result is a whole number e.g. 1/3 of a quantity is the same as dividing by 3.
- Compare fractions with related denominators and locate and represent them on a number line.
- Use decimals and percentages to find equivalent representations of common fractions e.g. \( \frac{3}{4} = \frac{9}{12} = 0.75 \)
- Solve problems involving addition and subtraction of fractions with the same and different denominators.
- Continue and create sequences involving whole numbers, fractions and decimals, describing the rule used to create the sequence.

Measurement and Geometry
This term your child will:
- Recognise similarities and differences between pyramids or prisms according to the shape of their base and their properties e.g. a triangular prism and a hexagonal prism.
- Visualize and sketch nets for 3D objects.
- Visualize and sketch 3D objects from different views.
- Read and interpret timetables from real life situations including those involving 24 hour time.
- Use am and pm notation and the time accurately using 24 hour time e.g. 2330 is the same as 11.30pm.
- Use bus, train, ferry and airline timetables (internet) to prepare simple travel itineraries.
- Use calendars to interpret monthly information.
Statistics and Probability
This term your child will:
• Simulate simple random events e.g. tossing a coin.
• Describe probabilities using fractions, decimals and percentages.
• Compare observed frequencies across experiments with expected frequencies.

INTERPERSONAL DEVELOPMENT
This term your child will:
• Explain the benefits of working in a team.
• 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:
• Develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources.
• Undertake some set tasks independently, identifying stages for completion
• Demonstrate learning habits that address their individual needs
• Persist when experiencing difficulty with learning tasks

HEALTH AND PHYSICAL EDUCATION
This term your child will:
• Regularly participate in moderate to vigorous activities, both independently and in groups with the awareness of the characteristics of the physical activity; for example moderate activity is associated with a slight but noticeable increase in heart rate and breathing.
• Perform basic and complex motor skills in a range of games and activities whilst learning gymnastics and dance.
• Evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development.
• Continue to refine and develop their skills for balance, coordination, strength and control.

VISUAL ART
This term your child will:
• Use their own creativity to explore the art elements of line, colour and pattern, whilst building on their existing knowledge of modelling and construction techniques to create their own word sculpture. Students will reflect on their completed artworks and discuss the constraints they experienced throughout the process. Your child will also learn about the Australian artist Loui Jover and his dramatic use of contrast. They will respond to Jover’s use of ink on pages from vintage books to create eye-catching and emotionally charged images. Students will use their own creativity to complete artworks inspired by Loui Jover using ink on newspaper.