TOPIC OUTLINE
Term 3, 2016
Grade 6

INTEGRATED

Living in Your Skin!

Inquiry Question:
Why does my body change?

Key Learning Area: Health and Wellbeing

Understandings:
• Have a basic understanding of the different body systems (muscular, skeletal, digestive and respiratory).
• Understanding that it is important to be well informed and educated when making lifestyle choices and decisions.
• Understanding the physical, emotional, social and psychological changes that occur during puberty.
• Understand the role and parts of the reproductive system.

Skills:
• Identify and label the different parts of the body systems.
• Explore the role each of the body systems play in the wellbeing of a person.
• Reflect on discussions, expressing their point of view on topics related to the unit.
• Recognise how the physical, emotional, social and psychological changes that occur during puberty can affect them.
• Recognise how others and popular culture affects the choices and lifestyles of young people.
• Identify and label, with correct terminology, different parts of the male and female reproductive systems.
• Discuss the responsibilities associated with respecting the body systems.
• Recognise self worth because everyone is made in the image of God.

ENGLISH

Reading and Viewing:
This term your child will:
• Use comprehension strategies to interpret and analyse information and ideas.
• Identify the relationship between words, sounds, imagery and language patterns in narratives.
• Identify and explain how figures, tables and diagrams contribute to our understanding of verbal information in factual texts.
• Understand how authors often innovate on text structures and play with language features to achieve particular effects.
• Analyse how text structures and language features work together to meet the purpose of a text.
• Analyse strategies authors use to influence readers.

Writing
This term your child will:
• Reread and edit students’ own and others’ work using agreed criteria and explaining editing choices.
• Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose.
• Use a range of software, including word processing programs, learning new functions as required to create texts.
• Focus on independently applying editing and revising strategies.
• Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases.
• Understand the uses of commas to separate clauses.
• Understand that cohesive links can be made in texts by omitting or replacing words.
• Plan, draft and publish imaginative and informative texts.

Speaking & Listening
This term your child will:
• Participate in and contribute to discussions, clarifying ideas, developing and supporting opinions.
• Participate in formal and informal presentations, selecting and sequencing appropriate content.
• Focus on formal presentation skills (e.g. cue cards).
• Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace.

MATHS

Number and Algebra
This term your child will:
• 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.
• Make connections between equivalent fractions, decimals and percentages.
• Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers.
• Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies.
• Multiply and divide decimals by powers of 10.
• Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies.

Measurement and Geometry
This term your child will:
• Interpret and use timetables, including school and bus timetables
• Construct simple prisms and pyramids

Statistics and Probability
This term your child will:
• Describe probabilities using fractions, decimals and percentages (link to Rio Olympics).

SOCIAL AND EMOTIONAL LEARNING
This term your child will
• Undertake some set tasks independently, identifying stages for completion.
• Monitor and describe progress in their learning.
• Practise positive self-talk.
• Suggest how outcomes may have been improved.
• Identify and explain how their attitude can affect learning.
• Accept and display empathy for the points of view and feelings of peers and others.
• Identify and use a variety of strategies to manage and resolve conflict.
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 intensity and fitness components.
• Perform basic and complex motor skills in a range of games and activities whilst learning gymnastics and dance, concentrating on their fitness as well as furthering their knowledge in Athletics.
• Evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development, as well as refine and develop their skills for balance, coordination, strength and control.

VISUAL ARTS:

This term your child will:

• Further develop their understanding about Aboriginal culture and use modelling materials to create an interesting art work.
• Learn embroidery stitches, working with a pattern and using appropriate fabric to create a stuffed animal.
• Learn about artists that make Optical Illusions such as M.C. Escher and Bridget Riley and use their own creativity to explore the art elements of line, colour and make their picture appear three-dimensional.

ITALIAN:

This term your child will:

• Be given the opportunity to use and practise the Italian language within the classroom. They will be investigating the basic Italian grammar through our ‘Avanti’ unit. They will investigate basic tenses used within the Italian language and begin to conjugate verbs appropriately. They will listen to short clips and with teacher assistance begin to respond in full sentences.