TOPIC OUTLINE
Term 4, 2016
Grade 6

INTEGRATED

Inventors Are Us!

Inquiry Question: How do people use their knowledge of science to continue to create new and better products to enhance our lives?

Key Learning Area: Science

Understandings:
- Science helps us to understand how the natural and the technological world operate.
- Throughout history inventors have made a contribution to society.
- Inventors follow a process, which involves hypothesising, experimenting, collecting data, reflecting and making conclusions.
- Humans use scientific knowledge to make impacts on society.
- People throughout time have used their knowledge of how to change matter to make better and more useful products.

Skills:
- Research and reflect on an inventor and find out how their invention has impacted on society today.
- Plan, design, create and evaluate their invention.
- Read information and answer questions about inventions and inventors.
- Use graphic organisers to illustrate how an invention has changed over time.
- Attempt to sell their invention in order to persuade others to purchase it.
- Present their invention to an audience.

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 informative and imaginative texts.
- Identify and explain how figures, tables and diagrams contribute to our understanding of verbal information in factual texts.
- Identify, describe and discuss similarities and differences between texts, including those by the same author, Jeannie Baker, and evaluate characteristics that define her individual style.
- Identify and explain how choices in language influence personal responses to poetry.

Writing
This term your child will:
- Independently apply an understanding of grammar and revising strategies to reread and edit work.
- 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.
- Understand how to use banks of known words, word origins, base words, suffixes and prefixes and spelling patterns to learn and spell new words to create poetry.
- Experiment with text structures and language features and their effects in creating poetry, including the use of imagery and sentence variation.
- Create visual texts that adapt or combine aspects of written and visual texts that students have experienced.
• Compare texts that represent the same or similar ideas and events in different ways and explain the effect of different approaches.
• 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.
• Develop and enhance formal presentation skills (e.g. cue cards).
• Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace.
• Make connections between students’ own experiences and those of characters represented in different texts.

MATHS

Number and Algebra
This term your child will:
• Select and apply efficient mental and written strategies to solve problems involving all four operations, including whole numbers, decimals and fractions.
• Revise and refine effective problem solving strategies.
• Independently identify and define key vocabulary to understand and solve problems.

Measurement and Geometry
This term your child will:
• Interpret and use timetables, including school and bus timetables.
• Convert between common metric units, including mass and capacity.
• Connect volume and capacity and their units of measurement.
• Investigate combinations of translations, reflections and rotations.
• Introduce the Cartesian coordinate system using all four quadrants.

Statistics and Probability
This term your child will:
• Conduct chance experiments with both small and large numbers of trials.
• Compare observed frequencies across experiments with expected frequencies.
• Explore and calculate mean, median, mode and range of data.

SOCIAL AND EMOTIONAL LEARNING
This term your child will
• With support, identify their preferred learning style and use strategies to promote learning.
• Develop and implement plans to complete tasks within time frames.
• Work cooperatively to allocate tasks and develop timelines.
• Negotiate learning improvement goals and justify the choices made about their own learning.

PHYSICAL EDUCATION:
This term your child will:
• Regularly participate in moderate to vigorous activities, both independently and in groups focusing on the characteristics of physical activity intensity.
• Continue to improve skills in athletics, netball, hockey and cricket.
• Work together in groups to invent new games to play (officials, time keepers, rules, etc.) and will continue to refine and develop their skills for coordination, strength, balance, team-work and fair play.
**VISUAL ARTS:**

*This term your child will:*

- Use their own creativity and prior knowledge of the art elements of line, shape and tone by drawing a sketch of an ‘Inventor’ focusing on shape and placement of facial features.
- Reflect on their completed art works and discuss the constraints they experienced throughout the process.
- Use their knowledge of collage and construction techniques to create a variety of Christmas-themed art works.

**ITALIAN:**

*This term your child will:*

- Continue working through the Avanti Textbook focusing on basic language and grammar learning the Verbi Essere/Avere (Verbs - To be and To Have), writing a short autobiography which will be presented to the class and Natale (Christmas).
- Continue revising numbers, days of the weeks and months of the year through different songs and activities.