





# Junior School - Year 6 Term 1 KLA Curriculum Overview

ENGLISH	MATHEMATICS	
<p>In English this term our theme is <b>'Myths and Legends'</b>. We will be exploring the idea of what makes a hero through being immersed in a range of imaginative texts, songs and comics. We will analyse the structure and language features of a range of Myths and Legends, comparing and categorising them. We will use the correct metalanguage to investigate the features of comics and create our own superhero comic using our knowledge and creativity.</p> <p><b>Primary Texts:</b> <i>Who am I?</i> Anita Heiss, <i>One Minute's Silence</i> David Metzenthon and a range of comics</p> <p><b>As composers</b> we will compose a range of texts including;</p> <ul style="list-style-type: none"> <li>• Composing our own myth or legend</li> <li>• Create our own comic strip featuring a hero we have designed</li> <li>• Write and deliver a speech on the theme of ANZAC Day</li> </ul> <p>Our <b>Grammar Focus</b> through our texts will be:</p> <ul style="list-style-type: none"> <li>• Complex sentences</li> <li>• Adjectives and descriptive language</li> <li>• Sentence punctuation</li> <li>• Visual Literacy (identify the features of a comic strip)</li> </ul>	<p>This term in Mathematics we will continue to focus on using a variety of mental and written strategies to solve real-world problems across the different areas of Mathematics. The topics we will cover are listed below.</p> <p><b>Numbers and Algebra</b></p> <p><b>Whole Number</b></p> <ul style="list-style-type: none"> <li>• Describe the properties of whole numbers</li> <li>• Order, read and represent integers of any size</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving addition and subtraction of whole numbers</li> <li>• Use a range of written strategies and effective mental methods to solve addition and subtraction problems</li> <li>• Learn to verbalise and record the strategy used</li> </ul> <p><b>Fractions and Decimals</b></p> <ul style="list-style-type: none"> <li>• Compare, order and calculate with fractions, decimals and percentages</li> <li>• Give a valid reason for supporting one possible solution over another</li> <li>• Select and apply appropriate problem solving strategies when undertaking investigations</li> </ul> <p><b>Measurement and Geometry</b></p> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• Uses 24-hour time and am and pm notation in real-life situations</li> <li>• Reads and analyses timetables</li> <li>• Constructs timelines</li> </ul> 	
<p><b>HISTORY</b></p> <p>Our Topic in History this term is <b>'Australia as a Nation'</b> This topic moves from colonial Australia to the development of Australia as a nation, particularly after 1901. In this unit students will develop their understanding on how Australia as a Nation developed through the beginning of democracy, the challenges Aboriginal and Torres Strait Islander people faced and how migrants changed the way Australia formed. Investigations and research tasks will allow students to explain and describe significant events over time that have shaped the way Australia has developed into the nation it is today.</p>	<p><b>SCIENCE &amp; TECHNOLOGY</b></p> <p><b>Topic: Living Things (Part One)</b></p> <ul style="list-style-type: none"> <li>• Describing the structural and/or behavioural features of some native Australian animals and plants and why they are considered to be adaptations.</li> <li>• Planning and conducting a fair test to show the conditions needed for a particular plant or animal to grow and survive in its environment.</li> <li>• Describing adaptations as existing structures or behaviours that enable living things to survive in their environment.</li> <li>• Describing how changing physical conditions in the environment affect the growth and survival of living things.</li> </ul>	<p><b>RELIGION</b></p> <p><b>Unit 1: The Reign of God</b> <b>Through this unit students will:</b></p> <ul style="list-style-type: none"> <li>• Explain ways that Jesus related to people and helped them to relate to one another</li> <li>• Analyse different ways by which individuals continue the mission of Jesus</li> <li>• Name those who were marginalised in Jesus' time and those marginalised today</li> <li>• Explain how the Christian community responds to the marginalised</li> </ul>

		<p><b>Unit 2: Lent: A Time for Building a Just World</b></p> <p><i>Through this unit students will:</i></p> <ul style="list-style-type: none"> <li>● Recognise Lent as a time to renew commitment to the mission of Jesus</li> <li>● Explain the mission of Jesus in Luke 4:16-30</li> <li>● Describe how the Church, empowered by the Holy Spirit, lives the mission of Jesus</li> </ul> <p>Connect the sufferings of Jesus to those who experience suffering and injustice today</p>
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DRAMA	MUSIC TECH	MUSIC	LEARNING HUB
<p>In Drama this term we will construct a Performance map to be performed by others in the class.</p> <p>The process we will follow this term is:</p> <ol style="list-style-type: none"> <li>1. Write a story</li> <li>2. Organise the stage space</li> <li>3. Construct the map</li> <li>4. Perform</li> <li>5. Review</li> </ol> 	<p>In Music Tech we will explore <b>Game Music</b> and <b>Cartoons</b>.</p> <p>This unit is designed to allow students to develop skills in using Music Technology through working with <b>Beepbox</b> and <b>GarageBand</b>. Confidence in using online programs to compose music is developed through the integration of listening and organising sound.</p>	<p>In Music we will explore <b>Duration</b>.</p> <p>Each class will:</p> <ul style="list-style-type: none"> <li>● Use musical notation to record rhythms in simple time signatures.</li> <li>● Use non-melodic percussion to compose and perform rhythm ensembles.</li> <li>● Negotiate different class performances through experimenting with duration.</li> <li>● Each class will also prepare and present a <b>Critical Review</b> of their favourite piece of music.</li> </ul>	<p>The Learning Hub sessions will focus on using literature to engage the boys with Visible Thinking Routines. These routines aim to spark curiosity and inquiry. The students will be setting reading goals and begin the <b>Waverley Reading Challenge</b>.</p>
HEALTH	SPANISH	VISUAL ARTS	PDHPE
<p><b>TOPIC: Responding Safely</b></p> <p><b>In this Unit the students will learn:</b></p> <ul style="list-style-type: none"> <li>● Skills and knowledge needed to make healthy choices.</li> <li>● What is an active, healthy lifestyle and the associated benefits.</li> <li>● To investigate reliable sources of health information.</li> <li>● Responsible and respectful use of technologies and behaviour that promotes online safety.</li> <li>● How to make safe choices when it comes to road safety, peer pressure and choices that involve risks.</li> <li>● The possible consequences of different decisions.</li> </ul>	<p>In Spanish, we will be exploring the following topic ' A diverse and connected world'. Our focus will be: Global connections, geographical features, cultural practices, indigenous people, and cultures. The types of texts they will use will be: spoken texts, print texts, visual texts, media, multimedia, and digital texts.</p>	<p>In Visual Arts, students will develop shared meanings and understandings about the world around them and their particular context. They will be thinking about and understanding, expression and enjoyment, aesthetic pleasure, in their every-day lives and world around them. They will be exposed to different perspectives, cultures, histories and conventions as well as learning about Aboriginal and Torres Strait Islander people through their artworks.</p>	<p>In PE this Term we will be focusing on the topic <b>Get Active</b>, which includes:</p> <ul style="list-style-type: none"> <li>● Movement skill and performance in areas of initiative games/activities, aquatics and athletics.</li> <li>● Students will learn invasion sports skills and will develop a better understanding of each of these sports through participation.</li> <li>● Students continue learning about the <b>Rock and Water</b> Program building strength, resilience, character and social awareness as young men.</li> <li>● Promoting healthy, safe and active lifestyles.</li> </ul>