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| **Stage 3 Year 6 Term 1 Overview** | | | | | | |
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| ENGLISH | | | | | | |
| **Speaking & Listening** | **Reading and Viewing** | | **Writing & Representing** | **Grammar, Punctuation & Vocabulary** | | **Spelling** |
| Students will be involved in communicating in a range of informal and formal discussions in the classroom. | Students will be learning about point of view using a range of texts and media. Students will use an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies. | | This terms focus will be on persuasive/exposition texts (arguing and providing evidence to support a point of view). | Students to complete a variety of grammar activities to help them to understand that choices in [grammar](http://syllabus.bos.nsw.edu.au/glossary/eng/grammar/?ajax), punctuation and vocabulary contribute to the effectiveness of texts. | | Students will be given lists based on their ability. Their lists could include words based on a phonemic spelling pattern, sight words or theme words based on Science and Geography. |
| **Responding & Composing** | **Handwriting and Using Digital Technologies** | | **Thinking Imaginatively and Creatively** | **Expressing Themselves** | | **Reflecting on Learning** |
| Students will identify and discuss how texts have been structured to achieve their [purpose](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) and discuss ways of using [conventions](http://syllabus.bos.nsw.edu.au/glossary/eng/convention/?ajax) of language to shape readers' and viewers' understanding of texts. | Students will also use a range of software to construct, edit and publish written texts. | | Students will be given the opportunity to think imaginatively when engaging with texts, using prediction, eg to imagine what happens to characters after the text. | Students will make connections between their own experiences and those of characters and events represented in texts drawn from different historical, social and cultural [contexts](http://syllabus.bos.nsw.edu.au/glossary/eng/context/?ajax). | | Students will learn to and be encouraged to recognise, reflect on and assess their strengths as a learner. |
| **MATHS** | | | | | | |
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| **Number and Algebra** | | **Measurement & Geometry** | | | **Statistics and Probability** | |
| **Whole Number**  Investigate everyday situations that use [integers](http://syllabus.bos.nsw.edu.au/glossary/mat/integer/?ajax); locate and represent these numbers on a [number line](http://syllabus.bos.nsw.edu.au/glossary/mat/number-line/?ajax).  Identify and describe properties of [prime](http://syllabus.bos.nsw.edu.au/glossary/mat/prime-number/?ajax), [composite](http://syllabus.bos.nsw.edu.au/glossary/mat/composite-number/?ajax), square and [triangular numbers](http://syllabus.bos.nsw.edu.au/glossary/mat/triangular-number/?ajax).  **Addition and Subtraction 2**  Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving addition and subtraction with [whole numbers](http://syllabus.bos.nsw.edu.au/glossary/mat/whole-number/?ajax).  **Patterns & Algebra**  Continue and create sequences involving [whole numbers](http://syllabus.bos.nsw.edu.au/glossary/mat/whole-number/?ajax), [fractions](http://syllabus.bos.nsw.edu.au/glossary/mat/fraction/?ajax) and [decimals](http://syllabus.bos.nsw.edu.au/glossary/mat/decimal/?ajax); describe the rule used to create the sequence.  Introduce the [Cartesian coordinate system](http://syllabus.bos.nsw.edu.au/glossary/mat/cartesian-coordinate-system/?ajax) using all four quadrants:   * recognise that the number plane (Cartesian plane) is a visual way of describing location on a grid * recognise that the number plane consists of a horizontal axis (*x-*axis) and a vertical axis (y-axis) creating four quadrants. | | **Length**  Connect [decimal](http://syllabus.bos.nsw.edu.au/glossary/mat/decimal/?ajax) representations to the metric system.  Convert between common metric units of length.  Solve problems involving the comparison of lengths using appropriate units. | | |  | |

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| GEOGRAPHY | | | |
| **Factors that change environments**  Students will:   * investigate the ways people change the natural [environment](http://syllabus.bos.nsw.edu.au/glossary/ge/environment/?ajax) in Australia and another country * investigate how the natural environment influences people and places * investigate how people influence places * investigate the impact of a contemporary bushfire [hazard](http://syllabus.bos.nsw.edu.au/glossary/ge/natural-hazard/?ajax) in Australia. | | | |
| SCIENCE AND TECHNOLOGY | | | |
| **Earth and Space**  Students will:   * learn how discoveries by people from different cultures and times have contributed to advancing scientific understanding of the solar system * research the key features of the planets of the solar system and compare how long each takes to orbit the sun * plan and conduct scientific investigations to answer testable questions, and collect and summarise data to communicate conclusions * explains regular events in the solar system and geological events on the Earth’s surface. | | | |
| CREATIVE ARTS | | | |
| **Visual Arts** | **Music** | **Dance** | **Drama** |
| Experiment with a variety of mixed media during the year. Some of their art lessons will focus on skills, while others may be linked to Science or Geography topics. | Students will sing and move to the beat of music, identify structure and changes in pitch, tempo and beat. | Experience dance activities through morning fitness. | Participate in drama activities and plays in class that may perform in front of other students or in stage assemblies. |
| PDHPE | | | |
| **Personal Development and Health** | | **Physical Education** | |
| Students will focus on Positive Behaviour for Learning and the school values of Respect, Responsibility and Learning. Students will identify and discuss the importance of making sensible choices in order to have a safe environment at school that promotes successful learning for all students.  As part of the Bounce Back program, students will be looking at the effects of bullying. They will discuss the topic and questions such as:  What are bullying and cyber bullying?  Why do some children bully others?  Put-downs  When people get bullied?  Peer pressure  What can we do about bullying?  **Crunch and Sip**  Students are encouraged to eat fruit and vegetables daily during their allocated Crunch& Sip break to maintain energy. | | Students will practice fundamental movement skills. Aerobics routines and endurance activities during class fitness.  Students will also learn the rules and play a range of team sports in class and school teams. | |