



# EAGLE JUNCTION STATE SCHOOL CURRICULUM OVERVIEW

YEAR 6

Term 2, 2024

## English

### Examining and Exploring Media Texts

Students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuade effect. They demonstrate their understanding of advertising texts' persuasive features through written responses to comprehension questions, the creation of their own digital multimodal advertisement and an explanation of creative choices. Students listen to, read and view media texts including advertisement and news reports. Students identify and analyse bias and the effectiveness of language devices that represent ideas and events to influence an audience. They create an analytical response to a news report.

### Grammar and Punctuation:

Students understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/ phrases. This includes: understanding verbs, adverbs, simple present tense, simple past tense, adjectives and apostrophes. Students understand the correct use of commas within complex and compound sentences. Students understand clauses, including main/ independent, subordinate/ dependent, relative and embedded.

### Spelling:

Students explore prefixes and suffixes, words for creating and linking texts, advanced homophones, words adopted from other languages and vowel alternation between long and short vowels.



## Mathematics

**Patterns and algebra** - continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences and explore the use of order of operations to perform calculations.

**Number and place value** - select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers, and identify, represent integers on a number line, describe and continue square and triangular numbers.

**Geometric reasoning** - make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles.

**Fractions and decimals** - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and locate, order and compare fractions with related denominators and locate them on a number line.

**Shape** - problem solve and reason to create nets and construct models of simple prisms and pyramids.

**Using units of measurement** - make connections between volume, area and capacity.



## Health and Physical Education (Health)



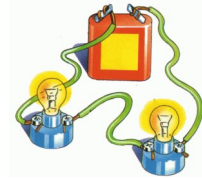
### Who influences me?/Cyber safety

In this unit, students explore how important people in their lives and the media can influence health behaviour. They learn how to recognise, respond and report safety in online contexts. Students examine how membership of different groups and personal qualities shape identity. Students examine influences on health behaviour and construct a health message for their peers.

## Science

### Energy and electricity

Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely.



## Humanities and Social Science (HASS)

### Australians as Citizens

In this unit, students:

- recognise the responsibilities of electors and representatives in Australia's democracy
- consider the shared values, rights and responsibilities of Australian citizenship and obligations that people may have as global citizens
- identify different points of view and solutions to an issue
- generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others
- examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children
- investigate stories of groups of people who migrated to Australia since Federation
- sequence information about events and represent time by creating timelines
- present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.



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### Other Learning Areas

#### The Arts: Visual Arts



##### Say it with Art (Continued from T1)

In this unit, students explore recontextualization of objects and non-traditional art materials to communicate ideas.

#### Health and Physical Education (PE)

##### Faster, Stronger, Higher

In this unit students perform running, jumping and throwing sequences in authentic situations.

Students will:

- refine fundamental movement skills of running, throwing and jumping.
- combine fundamental movement skills to form Sequences.
- apply the elements of movement to refine Sequences.
- apply sequences to perform athletic events.
- development of ball games skills – tunnel, captain, leader.
- participate in physical activities designed to enhance fitness.



#### Languages: Japanese



##### Welcome to Our School

In this unit, students explore the concept of spaces within their school environment and the target country.

Students will:

- engage with language in texts about the school environment.
- create texts to introduce their school environment and school activities.
- identify and write school place names with hiragana and katakana.

#### Digital Technologies: (Continued from T1)

##### Data changing our world

In this unit students will investigate how information systems meet local and community needs and will create a spreadsheet solution. Learning opportunities will include:

- exploring how community organisations collect data and present information to meet community needs.
- visualising data to create information that is easily understood.
- creating a data-driven solution that processes user input to provide information about a reading challenge.

#### Music

##### Ensemble

Students begin to explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. Students explore rhythm, pitch, form symbols and terminology to compose and perform. They sing and play music in different styles, demonstrating aural, technical and expressive skills.

Within the context of Making and Responding, students:

- play and improvise on extended pentatonic phrases using tuned percussion and ukulele.
- compare and contrast listening repertoire of studied pieces.
- aurally identify and notate syncopa rhythm patterns.
- engage in body percussion exercises to develop djembe drumming musicianship.
- drill djembe drumming technique.
- perform in a djembe ensemble according to a rhythmic flow chart.

