



Year 6

Term 2 Overview

Welcome back to Term 2. We hope you have had an enjoyable Easter break. We have a very busy term ahead and look forward to your continued support.

English: Examining advertising in the media

Focus:

This term, students listen to, read, view and listen to a variety of advertisements and news reports in print and digital media. They analyse bias in media reports and understand how language and text features can be combined to represent ideas and events, including for persuasive effect.

Students will:

- Understand how language features and language patterns can be used for emphasis.
- Show how specific details can be used to support a point of view.
- Explain how their choices of language features and images are used.
- Create detailed texts elaborating on key ideas for a range of purposes and audiences.

- Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
- Compare and analyse information in different and complex texts, explaining literal and implied meaning
- Select and use evidence from a text to explain their response to it.
- Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.
- Demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing.
- Use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

Assessment Tasks:

- * Reading—Analysis of advertisement - **Week 6**
- * Multimodal advertisement - **Week 7/8**

Mathematics

Focus:

This term, students interpret, compare and analyse data displays to make decisions along with interpreting and using timetables and cost information to determine a travel schedule.

Students will:

- They solve problems involving all four operations with whole numbers.
- They interpret and compare a variety of data displays including those displays for two categorical variables.
- They interpret timetables.

Assessment Tasks:

- * Interpreting and comparing data displays - **Week 3**
- * Interpreting and using timetables - **Week 7**



Buzz Fair

17th or 18th June
1 hr on either of those days

Term 2

Key Dates:

- **Parent/Teacher Interviews**
Tuesday 23rd April
Wednesday 24th April
- **ANZAC Day Ceremony**
Tuesday 24th April- 9am
 - **ANZAC Day**
Wednesday 25th April
Public holiday - school closed
 - **Labour Day**
Monday 6th May
Public holiday - school closed
 - **Ipswich Show Day**
Friday 17th May
Public holiday - school closed
 - **School Photos**
Tuesday 28th May
Wednesday 29th May
- **Senior Athletics Carnival**
Wednesday 5th June

Science: Life on Earth

Focus:

In this unit students use explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests.

Students will:

- Describe and predict the effect of environmental changes on individual living things.
- Follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships.
- Identify variables to be changed and measured and describe potential safety risks when planning methods.
- Collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data.
- Describe and analyse relationships in data using appropriate representations.
- Construct multimodal texts to communicate ideas, methods and findings.

Assessment Task:

- * Investigating mouldy bread - **Week 7**

HASS: Australia's global connections and making decision to benefit the community

Focus:

In Term 2, students will conduct an inquiry to answer the following inquiry question: *How do Australia's global connections influence my role as a global citizen?*

Students will:

- Describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time.
- Recognise why choices about the allocation of resources involve trade-offs.
- Explain why it is important to be informed when making consumer and financial decisions.
- Identify the purpose of business and recognise the different ways that businesses choose to provide goods and services.
- Explain different views on how to respond to an issue or challenge.
- Develop appropriate questions to frame an investigation.
- Interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions.
- Organise and represent data in a range of formats, including large and small scale maps, using appropriate conventions.
- Reflect on their learning to purpose action in response to an issue of challenge and describe the probable effects of their proposal.
- Present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.

Assessment Tasks:

- * Australia's global connections - **Week 5**
- * Making decisions to benefit the community - **Week 7**

Health and Physical Education

Focus:

- In Physical Education (P.E), students will explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They will apply the elements of movement to compose and perform fitness activity station that develops a health-related fitness component.
- In Health, students will explain the influence of people and places on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers.

Assessment Tasks:

- * Health Assessment - **Week 7**
- * Physical Education Assessment - **Week 7**

Design and Technologies

Focus:

In this unit, students will explore how competing factors and technologies influence the design of a sustainable service which provides a plant for the preparation of a healthy food product.

Students will:

- Explain how social, ethical, technical and sustainability considerations influence the design of solutions to meet a range of present and future needs.
- Explain how the features of technologies influence design decisions and how digital systems are connected to form networks.
- Describe a range of needs, opportunities or problems and define them in terms of functional requirements.
- Generate and record design ideas for specified audiences using appropriate technical terms, and graphical and non-graphical representation techniques including algorithms.
- Plan and document processes and resources and safely produce designed solutions for each of the prescribed technologies contexts.
- Negotiate criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas, solutions and processes.

Assessment Task:

* Harvesting good health - **Week 6**

The Arts

Focus: This semester, students will be exploring music and media arts.

Music: In this unit, students make and respond to music exploring the music-making of other cultures through their music journal.

Media Arts: Students explore the work of media artists and collaborate to create a stop motion animation using light and shadow to communicate mood and point of view for an audience.

Assessment Task:

Music: Around the world with music—**Week 7**

Media Arts: Lights and shadow - **Week 8**

Languages - Japanese

This semester in languages, students will explore the concept of personal spaces within their home environment and the target country.

Assessment Task:

* What are personal spaces? - **Week 6**

Homework Expectations

Homework is used as a teaching and learning tool for your child to gain independence, responsibility and to further reinforce their in-class learning. Homework needs to be completed neatly and to the best of their ability. Please see your teacher for further details.

Important Information

- Please remember to ALWAYS bring a HAT to school. Please ensure that students have their hats labelled and at school everyday for sun safety.
- Remember to bring your water bottle every day; hydration is key!
- We love to have healthy bodies and minds at Brassall and encourage students to bring a healthy lunch each day. Students may also bring fruit or vegetables for morning fruit break.



Teacher Contact Details:

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