Year 6 Term Three Curriculum Outline 2023	St Patrick's College, Strathfield – Junior School

Key Learning Area (KLA)	Outline
Religious Education	**Mary: Faithful Disciple** This unit looks at Mary as a faithful disciple and model for the Church. Students will explore women of faith and courage, and Mary as a woman of great faith and courage. Students will then review Catholic Marian devotion in art and music. **The Bible: Our Sacred Story** This unit explores the Bible as our Sacred Scriptures. Students review the great story of our tradition, its significant people and events. The unit also briefly introduces the students to the formation of the Bible.
English	Students learn to critically analyse and respond to texts, with a focus on multimodal and visual texts. They explore the ways in which texts are structured and presented in order to communicate ideas and influence viewers. Global Focus: Students consider the individuals and national responsibilities of global citizens of the 21st Century and are encouraged to think about how they can act to facilitate equity and justice for others through their choices and actions. Library The focus text for this term is 'Circle' by Jeannie Baker. 'Circle' captures the sheer wonder of the migratory journey of a small bird - the Godwit, reminding us of the global interdependence of nature. The CBCA Book Week theme for 2023 is "Read, Grow, Inspire", 19th - 25th August. Illustrator, Marc McBride will also be visiting the school this term. In addition, the Premier's Reading Challenge finishes August 18th. All students are expected to complete the Challenge.
Science & Technology	**Properties of materials determine their use** Stage 3 of the Material World strand focuses on how the properties of a range of materials, and the way in which they are combined, determine their use and inform design solutions. Students investigate the different properties of solids, liquids and gases, and consider combining and separating mixtures. Stage 3 of this strand introduces students to fundamental concepts of chemistry and is an introduction to materials technologies. Focus Question: Why are the characteristics of materials important when designing and producing?
Geography (Semester Two)	**A Diverse and Connected World** Students explore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world's people, including the indigenous peoples of other countries. Students explore and reflect upon similarities, differences and the importance of intercultural understanding. Inquiry Questions: • How do places, people and cultures differ across the world? • What are Australia's global connections? • How do people's connection to places affect their perceptions of them?

Mathematics	Weeks	Sub-strands	Content
	1-2	Whole Numbers Two-Dimensional Space Angles	**Whole Numbers** • explain whether a whole number is prime, composite or neither by finding the number of factors • explain why a prime number, when modelled as an array, can only have one row • identify and describe properties of prime, composite, square and triangular numbers **Two-Dimensional Space** • identify and name parts of circles • create a circle by finding points that are all the same distance from a fixed point (the centre) • identify and name parts of a circle, including the centre, radius, diameter, circumference, sector, semicircle and quadrant • identify whether a two-dimensional shape has been translated, reflected or rotated, or has undergone a number of transformations, eg 'The parallelogram has been rotated clockwise through 90° once and then reflected once' • construct patterns of two-dimensional shapes that involve translations, reflections and rotations using computer software • predict the next translation, reflection or rotation in a pattern, eg 'The arrow is being rotated 90° anti-clockwise each time' **Angles** • use the results established for adjacent angles that form right angles, straight angles and angles of revolution to find the size of unknown angles in diagrams • investigate, with and without the use of digital technologies, vertically opposite angles and establish that they are equal in size • use the equality of vertically opposite angles to find the size of unknown angles in diagrams
	3-4		**Addition and Subtraction** • record the strategy used to solve addition and subtraction word problems • use selected words to describe each step of the solution process **Three-Dimensional Space** • create prisms and pyramids using a variety of materials, eg plasticine, paper or cardboard nets, connecting cubes • create skeletal models of prisms and pyramids, eg using toothpicks and modelling clay or straws and tape • construct three-dimensional models of prisms and pyramids and sketch the front, side and top views • construct three-dimensional models of prisms and pyramids, given drawings of different views

	5-6		**Multiplication and Division** • explore the use of brackets and the order of operations to write number sentences • use the term 'operations' to describe collectively the processes of addition, subtraction, multiplication and division • investigate and establish the order of operations using real-life contexts, eg 'I buy six goldfish costing $10 each and two water plants costing $4 each. What is the total cost?'; this can be represented by the number sentence 6 × 10 + 2 × 4 but, to obtain the total cost, multiplication must be performed before addition **Area** • investigate and compare the areas of rectangles that have the same perimeter, eg compare the areas of all possible rectangles with whole-number dimensions and a perimeter of 20 centimetres • solve a variety of problems involving the areas of rectangles (including squares) and triangles
	7-8		**Fractions and Decimals** • use mental strategies to multiply simple decimals by single-digit numbers, eg 3.5 × 2 • multiply decimals of up to three decimal places by whole numbers of up to two digits, with and without the use of digital technologies, eg 'I measured three desks. Each desk was 1.25 m in length, so the total length is 3 × 1.25 = 3.75 m' • divide decimals by a one-digit whole number where the result is a terminating decimal, eg 5.25 ÷ 5 = 1.05 • solve word problems involving the multiplication and division of decimals, including those involving money, eg determine the 'best buy' for different-sized cartons of cans of soft drink • recognise the number patterns formed when decimals are multiplied and divided by 10, 100 and 1000 **Length** • investigate and compare perimeters of rectangles with the same area • determine the number of different rectangles that can be formed using whole-number dimensions for a given area (Problem Solving, Reasoning) • solve a variety of problems involving length and perimeter, including problems involving different units of length, eg 'Find the total length of three items measuring 5 mm, 20 cm and 1.2 m'
	9-10		**Patterns and Algebra** • recognise that the number plane (Cartesian plane) is a visual way of describing location on a grid

				• recognise that the number plane consists of horizontal axis (x-axis and a vertical axis (y-axis), creating four quadrants • identify the point of intersection of the two axes as the origin, having coordinates (0,0) • plot and label points, given coordinates, in all four quadrants of the number plane • identify and record the coordinates of given points in all four quadrants of the number plane **Chance** • assign expected probabilities to outcomes in chance experiments with random generators, including digital simulators, and compare the expected probabilities with the observed probabilities after both small and large numbers of trials • use samples to make predictions about a larger 'population' from which the sample comes.
Personal Development, Health & Physical Education (PD/H/PE)	Personal Development and Health (PD/H) (theory) **Unit: Growing and Changing** In this unit, students will learn the concept of puberty. Students will learn new terms and discuss changes that the body experiences, in preparation for adulthood. They will also cover social and emotional changes that occur during this time. Basic understandings of human reproduction will be covered and personal strengths and qualities that contribute to a healthy identity will be explored. **Physical Education (PE) (practical)** **Unit: Hitting and Striking** Students will: • be tested on their fitness via completion of a beep test. • develop and improve on movement skills associated with Hitting and Striking Games, specifically T-Ball. They will learn the rules of the game and will have the ability to compete with the knowledge and confidence.			
Creative Arts – Music	Students will develop knowledge and understanding, skills, values and attitudes in Performing, Organising Sound and Listening by experiencing musical concepts within a wide range of repertoire. Students will perform a range of repertoire, both as individuals and in group situations, demonstrating an understanding of the musical concepts. They will organise musical ideas into compositions, using notation systems to record these, and listen to a range of familiar and unfamiliar music to gain a better understanding and appreciation for the various genres.			
Creative Arts - Visual Arts	Students will develop ideas for artworks based on the study of artists and exploration of the notion known as anthropomorphism (the showing or treating of animals and objects as if they are human in appearance, character or behaviour). Students will consider the ways artists investigate, represent and communicate concepts of hybridity, mutation and metamorphosis while investigating the artworks of contemporary artists such as Ryan Berkley, Patricia Piccinini and Peter Booth. Students will create a series of works exploring the making forms of drawing, painting and textiles.			