

Aspley State School		Year 6	Term 3 Overview	
AUSTRALIAN CURRICULUM 2018				
ENGLISH	MATHEMATICS	HEALTH AND PHYSICAL EDUCATION (HPE)	THE ARTS	
<p>In Term 3 students research, plan, and write an information report based on an environmental issue.</p> <p>Integrated into the English unit will be a continuing focus on the correct and effective use of grammar, punctuation, vocabulary and spelling.</p> <p>Students transform their report into a narrative (children’s book).</p> <p>Students plan and present a speech of their own subject for Aspley Speaks Out and participate as an audience member.</p> <p>Students read and comprehend appropriate texts in a range of contexts.</p> <p>Assessment:</p> <ul style="list-style-type: none">Environmental issues report/ brochureEnvironmental issue children’s book	<p>Students will cover the following areas over semester two as well as consolidate previous learning:</p> <p>Number- positive and negative numbers, geometric patterns multiplying thousands, division of numbers larger than 999, division with zeroes division of large numbers by ten, fractions, decimals and percentages, multiplying and dividing numbers by powers of ten, constructing number sentences</p> <p>Measurement and Geometry- volume of prisms, cubic centimetres and metres compass directions, using maps and coordinates, millilitres, litres, kilolitres and mega litres, cubic centimetres and millilitres, sections/elevations and naming 3D objects, net of prisms and pyramids, number plane</p> <p>Statistics and Probability- dot plots, misleading displays, possible outcomes chance using two dice, using samples, collecting information.</p> <p>Assessment:</p> <ul style="list-style-type: none">Signposts Diagnostic 4 and 5 Pre and Post test	<p>Movement and Physical Activity</p> <p>This term, students will be participating and learning Oz-tag/Touch Football. Students will build their skills in attacking, defending, passing and game play understanding.</p> <p>Assessment:</p> <p>Students will be assessed on each component of Oz-Tag / Touch Football. Observations and I-pad footage will be used to assess the students in each of the above areas (attacking, running, defending, passing, rules and general game play).</p>	<p>Music</p> <p>This term students will continue to explore and study varied repertoire from a range of historical and cultural contexts with a particular focus on the history of Rock and Roll through singing, performing instruments, listening and arranging.</p> <p>Students will continue to learn to sing, read, write and perform various Kodaly rhythmic patterns.</p> <p>Students will also be focusing on Descant Recorder allowing them to read, write and play Treble Clef Notation B, A, G, E, C, High D, Low D and F Sharp on the staff.</p> <p>Assessment:</p> <ul style="list-style-type: none">Weekly singing assessment (ongoing)Individual Research Task – History of Rock n RollOngoing formative assessment will be taking place through this term with students working towards summative assessment tasks which will take place in Term 4 2018.	
SCIENCE		Personal, Social and Community Health		
<p>Students will explore the structure and formation of volcanoes. By monitoring weekly global volcanic activity and data collection, students will gain knowledge of volcanoes, how and why they occur and formulate an opinion, whether they are nature’s ‘creators or destroyers.’</p> <p>Assessment:</p> <ul style="list-style-type: none">Book / journal workMini research task (in class activity)Formal written assessment task		<p>Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p>		
JAPANESE	HASS	TECHNOLOGY		
<p>The focus of term 3 language expressions is the continuation of year level/age, likes and dislikes, expressing preferences for things and activities. The Hiragana focus will be ま ma, み mi, む mu, め me, も mo and や ya, ゆ yu, よ yo. We will also continue to revise hiragana from a あ through to ho ほ.</p> <p>Assessment:</p> <p>These focus expressions and hiragana will be assessed with listening, reading and some written tasks.</p>	<p>In Semester Two Students will investigate the rights and responsibilities of Australian citizens today and the experiences of Australian democracy and citizenship for different groups in the past.</p> <p>Students conduct an inquiry to answer the question: <i>How does tourism at the Great Barrier Reef affect people and places?</i></p> <p>Assessment:</p> <p>Work booklet</p> <p>Inquiry presentation</p>	<p>Design and Technology Unit 4</p> <p>Students will design and make a product that supports wildlife to coexist in the school environment.</p> <p>Assessment:</p> <p>Follow the design process to make a birdhouse</p>	<p>Visual Arts</p> <p>Students will explore the history of Mandalas in Buddhist culture and compare to indigenous culture and art.</p> <p>They will research, design and draw their own mandala using symbols to show meaning in their own life.</p> <p>Assessment:</p> <ul style="list-style-type: none">Mandala Art samples <p>Dance</p> <p>In Term 3 students choreograph a movement sequence and consider their use of levels, locomotor, non-locomotor percussive and non-percussive movements using a stimulus. They perform their movement sequence and respond to a peer performance and provide feedback.</p>	

