



YEAR 6 CURRICULUM OVERVIEW TERM 3 2018

UNIT OF INQUIRY 5

An Inquiry into 'Where We Are in Place and Time'...

Our fifth Unit of Inquiry for this semester will allow students to build on their prior knowledge of the Transdisciplinary Theme, 'Where We Are in Place and Time'. This unit of inquiry will be run as a 'mini-exhibition', providing students with more ownership and agency over their own learning journey. Within a Primary Years Programme (PYP) Exhibition, students choose the issue/topic/concept that they are interested in, and create their own lines of inquiry and guiding questions that will drive their inquiry process. Students will use the 5 Essential Elements of the PYP (Attitudes, Skills, Concepts, Knowledge and Action) to create a personalised unit of inquiry, while the teachers provide guidance, structure and explicit teaching opportunities that allow for this process to become a successful and meaningful experience.

The Exhibition process is the finale to each student's journey through the PYP; it is a chance for students to showcase all that they have learned about the essential elements of the PYP through inquiry-based learning. For the exhibition to be a success, students will need to demonstrate the characteristics of the learner profile and attitudes throughout the whole process. Their personal inquiries will use the key concepts and questions to help connect with prior knowledge and to acquire new knowledge. This new knowledge should lead students to take action toward the issue/topic/concept that they have researched. Finally, students will communicate what they have learned from this experience during an open-night in early term 4.



Central Idea:

Technology shapes the past, present and future.

Lines of Inquiry:

These will be students directed and generated.

Key Concepts:

- Connection
- Causation
- Responsibility

Within this Unit of Inquiry, students will explore the world of technology, looking into the changes that have occurred throughout history and how this has impacted and effected different aspects of life. By the end of this unit of inquiry, students will present their findings to the wider Alamanda community, showcasing their ability to formulate deep, open-ended research questions, and present their findings and new knowledge.

Running alongside this unit of inquiry will be a stand-alone literacy focus and author study, focusing on texts written by the abstract and creative children's author, Shaun Tan. Students will continue to build on their deep-level comprehension skills through the use and application of SOLO Taxonomy questioning. In addition to this, students will also apply their own creative writing skills through the process of 'Extended Retell'. Through explicit teaching, students will gain a deeper understanding of how to synthesise and summarise key points from within a text, learning to paraphrase and focus only on relevant content. Students will also be able to draw on their prior knowledge of narrative writing techniques in order to extend beyond the author's text, and create more to the story or provide an alternate ending and/or beginning.

AN INQUIRY INTO MATHEMATICS

During Term 4, Mathematics for Year 6 students will no longer be connected to the units of inquiry. Instead, teachers will be taking a more focused approach as we aim to maximise students learning across all areas of the mathematics curriculum and build student's independence and self-regulation as learners. As students come to the end of their last year of primary school, teachers understand the importance of ensuring students are adequately prepared to enter into secondary school either at Alamanda College or as they move on to other secondary schools. To specifically target each student at their point of need, or 'Zone of Proximal Development' (ZPD) data is collected through the use of NAPLAN testing to analyse each student's individual strengths and areas of concern. This testing will begin Week 1 of Term 4. In discussion with your child's classroom teacher, each student will individually analyse their growth, as well as areas for improvement, in order to set personalised goals that will target any misconceptions and ensure they take the 'next step' in their learning.

Once areas of strengths and concern are identified and analysed, students will attend short, teacher-led workshops specifically designed to suit their individual needs. Students will then be given the opportunity to practise these skills within a supportive environment, using targeted activities, whilst providing evidence of their understanding which will then be passed onto their Year 7 teachers.

We wish to continue encouraging families to support their child with their learning at home by discussing their child's goals and progress. Due to the nature of this data, we strongly recommend parents encourage their child to continue to practise what is taught at school to assist in consolidating their learning. This practise not only helps students to strengthen their understanding and skills, but it also gives families the opportunity to openly discuss with their children what they are learning and how they are tracking to achieve their goals.

The Capabilities

This year a strong focus has been placed on the capabilities within the curriculum, as the Department of Education looks to move students beyond just being literate and numerate but also developing students

as 21st-century learners. A strong emphasis has been made on the need for students to be critical and creative thinkers, as well as resilient and ethical participants of our global community.

Through the Unit of Inquiry, not only will students be assessed on their historical understanding, but they will also be assessed under the 'personal and social capability' which is essential in enabling students to understand themselves and others, and manage their learning more effectively. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, work effectively in teams, and handle challenging situations constructively.

The Personal and Social Capability supports students in becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental and physical wellbeing, with a sense of hope and optimism about their lives and the future. On a social level, it helps students to form and maintain healthy relationships and prepares them for their potential life roles as family, community and workforce members.

The Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable students to:

- demonstrate an awareness of their personal qualities and the factors that contribute to resilience
- understand how relationships are formed and use interpersonal skills to establish and maintain respectful relationships



- work effectively in teams and develop strategies to manage challenging situations constructively.

School Box

For the remainder of the year, Year 6 students will be trialling a new program 'School Box'.

Our aim is to replace other programs the school is currently using, such as Seesaw and Compass, with 'School Box' by 2019. It has been fantastic to see the students embracing what School Box has to offer and we wish to encourage students to show their families the features of the site, as well as their work that is currently being set, completed and uploaded using the program. As we experiment with utilising the program's full features, homework will now be delivered and assessed through School Box. If your child is unable to access a device or internet at home, please see your child's classroom teacher to arrange for a hard-copy of the homework. It is expected that later this year the program will be rolled out to other year levels and eventually parent-access will be available later in 2019.

Year 6 Team

Ms. Heidi Spies
6B classroom teacher
Mr Paddy Nelson
6C classroom teacher:
Ms Tiffany Baldacchino
6D classroom teacher:
Mr Matt Dean
6E classroom teacher:
Ms Danielle Colling
6F classroom teacher:
Ms. Leisa Hockley
6G classroom teacher:
Mr. Callum Hickson



ART

At Level 6, students work independently and reflectively. They experiment with and apply a range of skills, techniques and processes using a variety of materials and equipment to create their artworks. In their artworks, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their art works and make changes to realise intended aims. They consider purpose and suitability when they plan and prepare art works.

To begin Term 3 in Art we will be analysing how story books use illustrations to communicate different perspectives. In particular, the Grade 6 students will be reading 'I'm Australian too', written by author Mem Fox and illustrated by Ronjoy Ghosh. The book's message and visual imagery will meaningfully encourage students to explore and celebrate the cultural diversity that is modern Australia. Students will go through a design process to research and create visual imagery which reflects their story of belonging. Students will draw upon ideas of heritage, family, culture, time and place to construct an artist book that visually communicates their own narrative. Over a series of weeks, Students will inquire into the different artistic techniques and materials, such as watercolour, print making, drawing, mixed media and collage to find their own personal style that best communicates their story. Their series of small artworks will be later compiled into an artist book handmade by each student.

The PYP Learner Profile will be used to guide the children to understand how good learners learn and therefore take responsibility for their learning in the art room. The Learner Profile encourages all children to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

P.E.

The Level 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical

activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time. The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. They also explore a range of factors and behaviours that can influence health, safety and wellbeing. Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations in a range of settings, including indoor, outdoor and aquatic. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Levels 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to communicate and problem-solve in teams or groups in movement settings.

This Term students are continuing to participate in SEPEP. This is a student run program overseen by the Physical Education teachers. SEPEP is an approach towards teaching physical education that aims to maximise involvement and deepen understanding of sports by giving students dedicated roles outside of just participation. It seeks to develop leadership and other interpersonal skills valuable to all aspects of life. Students in each class are at the forefront when deciding which sports they will focus on throughout the year. Whilst participating in this program students will focus on concepts such as defence and attack as well as working as a team to come up with strategies and game plays. Students will participate in a range of new sports this term that were chosen by them, including Ultimate Frisbee and Soccer.

Throughout every PE lesson, students are encouraged to display the PYP learner profiles and attitudes to ensure that each student takes responsibility for their own learning and is respectful to the learning of others. We encourage all students to be risk-takers, inquirers, open-minded, effective communicators, caring and reflective during PE.

At Alamanda College, we aim for maximum participation in PE and ask for students to wear their PE uniform and to bring a drink bottle to all PE classes. If your child cannot participate in a PE lesson, then please send them to their PE teacher with a signed note outlining the reason for their non-participation.

LANGUAGE

At Level Six, students recognise and describe features of Chinese culture reflected in communication practices, and apply this knowledge to their own interactions with Chinese people. They describe aspects of own identity and reflect on differences between Chinese and English culture, identifying how this knowledge can help their intercultural exchanges.

In Term Three of Language, Grade Six students will inquire into a culture unit about Chinese government and policies, including the historical background when the People's Republic of China was established, the constitution of Chinese government, the meaning of Chinese country flag and national anthem, influential government leaders, and two important policies – One Child Policy and College-entrance Examination Policy, as part of the transdisciplinary theme "How we organise ourselves". Exposed to a wide range of resources including videos, pictures, and PowerPoint slides, students will have a deeper understanding of how the change of time and circumstances will impact on Chinese people's thoughts and choices. Accessing the prior knowledge of famous leaders, students will be encouraged to compare one Chinese leader with a leader of their choice and recorded their similarities and differences on a Venn Diagram. To practise their thinking skills, students will work independently to create a mind map of Chinese government, displaying the duties and responsibilities of different sections in Chinese government. They will also work collaboratively in groups to complete a thinking hat activity, in which they will explore the benefits as well as drawbacks of the One Child Policy, and why this policy has been abolished recently. To showcase their understanding of the unit, students will create a digital presentation to introduce Chinese government and policies they learnt and share their learning with the class on Seesaw.

During Languages classes, students are provided with tasks that will challenge them to develop and increase their confidence, and other positive attitudes of learning and the learner profile. Activities will encourage students to inquire, think critically, reflect, communicate, take risks and cooperate. The PYP attitudes of curiosity, commitment, open-mindedness, and enthusiasm are embedded in teaching and learning.

DRAMA

In Grades 6A and 6B, students apply and develop their arts knowledge by exploring processes and ways to communicate concepts arising from their personal experiences and from the world around them. Students consider the purpose and audiences of their arts works as they experiment with various ways of presenting works in a range of arts forms, and begin to evaluate and refine their work in response to feedback. Students discuss the possibilities of communicating without words then create performances based on image, to suggest what may have happened before and after what is depicted in the image.

During our first focus for the program, students will be exploring the elements of Pantomime. Students will be researching the history of Pantomime, and use the process of script writing, rehearsal and performing to produce a film on their iPads. To create the commercials students will work cooperatively and confidently to express ideas. Students will work in both small groups and as a whole class to collaborate, and give constructive feedback to one another.

We will be using the PYP Learner Profiles in class to guide the students understanding of how a good learner involved themselves in their learning, and therefore take responsibility for their learning in the classroom. The students will be encouraged to develop the PYP Learner Profile attributes of being open-minded with their learning, approaching new ideas with enthusiasm and curiosity.

MUSIC

Students in 6F and 6G will be using a range of instruments and electronically generated sounds to create effects. They will improve their technical skills through the chance to improvise, arrange and compose new material. They will increase their

musicianship by Performing new material and refine their approach through the exploration and analysis of various genres of music and how certain concepts and feelings have been communicated within this repertoire.

Our focus for the year will revolve around media and advertising and how music is used in the media. Students will compose a jingle advertising a certain product having considered certain requirements that would be given in a real-life scenario. They will compose lyrics that match their intention as well as harmony that helps support this. They will also update their repertoire by practising existing songs that have also been used in advertisements and analyse why they have been used and the effect they have had on the visual element in the ad.

We will be using our PYP Learner Profiles to further our students' skills as Inquirers into material that fits our themes and become more reflective through the song writing process and accepting positive and constructive criticism to help produce a composition that the student is proud of.

FOOD TECHNOLOGY

Grade 6C, 6D and E

As outlined in the Australian curriculum – Design and Technologies, in year 6 students will have the opportunity to create designed solutions in Food Technology. Students will inquire into the use of technologies – such as; materials, systems, components, tools and equipment. They will evaluate design solutions using the key concepts, form, function, connection, causation, perspective, responsibility and change. For example: How does it work? Who will use it? Or How can it be improved? Using a range of technologies to communicate, students will draw, model and explain design ideas.

Students will be engaged in creating foods and beverages from a variety of cultures as they explore their own identity and gain an appreciation for other cultural cuisines. They will inquire into balanced eating choices and participate in discussions about food safety and hygiene.

Students are encouraged to become more independent and responsible for their learning by bringing in their own food container, apron and iPad to every Food Tech Lesson.

SCIENCE

The Grade 6 science curriculum will allow students to continue their chemical science journey by recognising questions that can be investigated scientifically. Students will explore how changes can be classified in different ways. They will identify the difference between physical and chemical change. Students will recap on the changes to materials that can be reversible, including melting, freezing, evaporating. Then focus on irreversible reactions, including burning and rusting.

Experimentally identify evidence that a physical change has taken place by looking at change in shape or form, expansion and contraction, changes of state and mixing. Then identify evidence that a chemical change has taken place. Students will be able to explain how chemical change involves substances reacting to form new substances and investigate simple reactions. Finally, students will explain how the chemical properties of a substance will affect its use and explore how reversible changes can be used to recycle materials.

