



## YEAR 6 CURRICULUM OVERVIEW TERM 2 2019

Dear Year Six Parents and Carers

The Year Six Team have enthusiastically commenced Term Two, with many new students starting at Alamanda College. After an exciting and productive first term, we hope that the students have all had a safe and relaxing break.

### UNIT OF INQUIRY

**Unit of Inquiry: An Inquiry into 'Who We Are...'**

**Central Idea:**

Our experiences with change shape who we are

**Lines of Inquiry:**

- An inquiry into the changes to our brains and bodies during puberty
- An inquiry into the emotional changes during life
- An inquiry into healthy relationships

**Key Concepts:**

- Function
- Change
- Responsibility

Our second Unit of Inquiry for the year will have students inquiring into the way changes in their lives help them to become the person they are. They have begun the unit by looking into the neurological and physical changes that males and females experience as they go through

puberty. Students were curious about the changes their own bodies go through and empathetic to the changes of all students.

They will be inquiring into the structure of healthy relationships in their life. Students will be looking into what it takes to maintain different kinds of relationships. They have been learning on the impact of their emotions on their behaviour, and how it is not emotions that are good or bad, but actions as a result of emotions that can be good or bad. They will connect these two lines of inquiry and how their behaviour can help them to maintain healthy relationships or create an unhealthy relationship.

Students will aspire to reach an enduring understanding that there will be many changes throughout their life, and it is how they react to those changes is what will help them to become the person they were meant to be.

### AN INQUIRY INTO LANGUAGE

Embedded within this unit are strong Language links to emotive poetry. Students will be inquiring into various elements of free verse poetry. They will be inquiring more deeply into literary elements used throughout poetry. Students will inquire into the various structures that can be used in poems. They will inquire into how they can draw upon simple and complex emotions to create powerful emotive poetry.

### AN INQUIRY INTO MATHEMATICS

This year, Year 6 students will take part in an inquiry into Mathematics. Using an Inquiry-Based Learning approach, students will be given the opportunity to apply all they have learnt in their years within the Primary Years Programme (PYP). This approach fosters an

environment where students become active participants within their learning. They are able to participate in teacher-guided discovery of areas that are relevant to their individual needs and learning goals, empowering each student to develop into independent and life-long learners.

The benefits of using an Inquiry-Based Learning approach include:

- Student centred learning
- Curriculum driven by students interests and questions, based around their individual needs
- Students are empowered by playing an active role where they determine how class time is spent, initiate communication and take responsibility for their learning
- Focus on the development of conceptual knowledge rather than skill acquisition
- Improved student engagement with Mathematics
- Strong focus on problem solving and the use of critical and creative thinking
- Links to real-world application

Our second Unit of Inquiry into mathematics will be focused on the topic of Number and Place Value, with the central idea being, 'We can use Fractions, Decimals and Percentages in a variety of ways in real life situations'. Students, alongside their teachers, will set personal learning goals to construct their own understanding of what this statement means to them. Students will continue to use the Inquiry Cycle to develop their learning within mathematics. This cycle requires students to engage with their prior knowledge to determine an appropriate goal, attend workshops to gain a better understanding, challenge himself or herself with practice questions and finally reflect on his or her learning. During this unit, students will be asked to check their understanding of the

## IMPORTANT DATES

**Cross Country competition**  
**Friday 17th of May**  
**(Point Cook District)**



goal as a 'novice', 'competent' or 'expert' level of learning. When students identify themselves through these different levels of understanding, they will be able to continue their learning, and gain a deeper understanding of the skill they are working on. We look forward to unpacking this new approach with the students, and encourage families to ask their child to explain their learning at home, as this is an integral part of the inquiry cycle which allows students to take action in response to their learning.

### An Inquiry into 'How the World Works'

Our next Unit of Inquiry for this semester will allow students to build on their prior knowledge of the Transdisciplinary Theme, 'How the World Works'.

#### Central Idea:

The pursuit of utopia can push the boundaries of biological science.

#### Lines of Inquiry:

- An inquiry into the systems of the natural world
- An inquiry into innovative thinking in response to biological understanding
- An inquiry into the ethical considerations of the uses of biological understanding

#### Key Concepts:

- Function
- Connection
- Perspective

#### Related concepts:

- Systems
- Ethics
- Innovations

Within this Unit of Inquiry, students will delve into the world of biological science as they gain an insight into the systems that exist within the natural world. Students will use their research skills to investigate into different aspects of biology including, food modification, eco-systems, body systems and cellular biology, whilst continuing to build on their literacy skills within the genre of information texts. This Unit of Inquiry will have a strong emphasis on ethical thinking as students will be challenged to question the ethics behind biological sciences, particularly when investigating controversial issues such as stem-cell research and 'designer-babies'.

#### AN INQUIRY INTO LANGUAGE

Embedded within this Unit of Inquiry are strong literacy, language and literature links. Students will continue to build on their reading comprehension skills through SOLO Taxonomy questions, created and designed for a range of media resources such as short video clips, mini-series episodes and documentaries. There will be a strong emphasis on building comprehension through viewing, while students practise their summarising and note-taking skills using thinker's tools such as mind mapping and Cornell Notes. To complement this reading focus, students will be exploring information texts as a writing focus for this Unit of Inquiry. Students will unpack the language features and text structure for this writing genre, and will learn to blend together factual content with narrative features in order to deliver facts and information through an engaging 'story-like' lens.

Year Six Team  
Carmen Sacco  
(Assistant Principal Grade 5/6)

Leisa Hockley (Acting Leading Teacher),  
Patrick Nelson (Acting Leading Teacher),  
Heidi Spies (Acting Learning Specialist),  
Tiffany Baldacchino, Carin Shiell, Victoria  
Lang, Anthony Themistokleous, Breannan  
Beattie, Jess Mc Ardle

#### PHYSICAL EDUCATION

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.

To begin the term, students from grade five will participate in a 4-week unit on Basketball. The focus will be on the coordinated movement required to understand the basics of the game of Basketball and also the perception and placement in relation to things around us.

In the following 4 weeks, students from grade five will participate in a 4-week unit on Soft Lacrosse. The focus will be on the coordinated movement required to catching a ball using a stick with a basket on the end, and the timing of the movement. Understanding the skills and fundamentals of the field game with slightly different equipment and rules. Students are required to understand in trying to pass the ball back and forth down the field and throw it into a goal. This unit goes in hand in hand with the Victorian Curriculum sub-strand of learning through movement. Students will participate positively in groups and teams by encouraging others and negotiating roles and responsibilities.

We finish the final 2 weeks of term, students will participate in a Hip/Hop dancing unit. There will be a strong focus on developing their fine and gross motor skills in improving their neurological and anatomical ability to reach competency in all fundamental motor skills. Students will participate in range of different skill acquisition including basic to complex movements, balance and rhythm activities. Students will have the opportunity to approach this unit with an open mind as they aim to find their identity

and social interaction with their peers and conduct themselves in a principled manner.

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.

Thank you,  
PE Team

#### ROBOTICS

In Year 6, students expand upon their previous learnings in robotics. Throughout the program, students will be exposed to a variety of advanced, cutting edge robotic devices, coding applications and programming languages.

Students will further develop their understanding of coding in detail, through applied robotics and hands on learning. Students are challenged to think deeply, to become confident problem solvers and to hone their critical and computational thinking skills. Students will apply their new knowledge and skills to a pathway and project that meets their interests and needs. Students can elect to construct and program different types of EV3 Lego Mindstorm robots, progressing over the term to building increasingly complex robots and programming experiences.

Those students with a preference for web and app based coding, learn how to design and code a website. Students will be introduced to web development coding languages, and create and code an introductory level user interface.

Students will learn how to create and execute programs using block and text-based coding. They will be introduced to coding languages such as HTML, CSS, Javascript and Python, as relevant to their pathway and needs.

Lessons will encourage active learning through creative problem-solving tasks. They will learn how to solve problems both systematically and creatively, and be involved in a balance of co-operative and independent learning experiences.

Students will be supported to take risks in their learning by trying new things and persisting with challenges. Students will learn how to take responsibility for their learning via regular involvement in reflection, to actively determine where they need support or extension, and to determine their next learning steps. Students will be encouraged to extend themselves, by asking questions to source the knowledge, skills and resources they need and to use the provided digital resources to practise coding outside of school. They will be provided the opportunity to express their opinions about the direction, level and pace of their learning.

#### ART

The inquiry for Term Two is based around our central idea 'Art connects to nature, culture, people and places'. Students will create artworks in response to our line of inquiry 'Art promotes mindfulness'. This will be a relaxing, and fun way for students to create artworks through drawing patterns.

Students will experience the calming effect of pattern making. Instead of thorough planning, students are encouraged to focus on allowing lines and shapes to unintentionally emerge. Zentangles mirror the symbols, designs and patterns of numerous cultures (e.g Mayan, Maori, Celtic, American Indian) from ancient and present times. Students will inquire into the symbolic meaning of an animal considering superstition, spirituality, religion and or culture. They will be actively involved in selecting their own animal to research and use as a silhouette for a Zentangle, while learning about negative and positive space.

Students will combine the art elements of line, shape, repetition, variety and space. They will reflect on the calming effect of the repetitive and free nature of creating a Zentangle.

Along with the PYP learner profile, students will learn to take responsibility for the care of tools and materials and for their own and others' safety in the Art environment. They will be open minded to new concepts and

ideas and be courageous when challenged with new skills and techniques.

Kind regards,  
Miss Wacker

#### LANGUAGE

The Year 6 PYP Chinese program gives the students the opportunity, under the Central Idea "Government systems may support the rights of citizens" and transdisciplinary theme "How we organize ourselves?", to use PYP Inquiry to integrate and inquire into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

During Term 1, the students develop their comparing and evaluating skills in listening, speaking, reading and writing while building their confidence to enlarge their vocabulary and extend their knowledge in simple and more complex sentence structures such as: "What, when, why and where etc. They develop the skills to confidently and independently follow instructions to use online Chinese video learning programs to extend their knowledge beyond the classroom and to create their own work pieces, which leads to researching, and completing a project on Chinese Government System in comparison to that in Australia.

They learn about simple and complex characters, personal information, complex numbers, family details and nationalities. Practising the writings of Chinese characters, and comparing the similarities and differences between strokes, radicals and characters is essential in Chinese language study. The students use spoken and written Chinese to initiate and maintain interactions. They describe and give information about themselves and their preferences, their environment, experiences and interests. They use simple questions such as "May I ask? Where are you from? Can you speak Chinese? What are you doing this weekend?"

During Term 2, the Students focus on learning a story "Chicken Little" and relate the story by using gestures and rhythms. They develop their skills to improve communication and understanding skill about reading texts, brochure, dialogue

and viewing maps, picture on the topics of daily routine, sports, and climates. They summarise key points in order to inform others and organise activities. They engage with a range of imaginative texts. They use intonation and stress to engage audiences and participants.

Cultural aspects include Chinese New Year, Chinese social system, modern technology, and facts about China, ANZAC Day and Queens Birthday in Chinese language. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning. They apply IB learner profiles for personal development and social skills, aiming at being internationally – minded.

Classwork	Description
Listening	Be able to understand the expressions on the personal information, family details and complex numbers.
Speaking	Be able to read pinyin with correct pronunciation and intonation.  Relate part of the story on “Chicken Little (xiǎo jī de gǔ shi)”.  Be able to read the expressions and sentences about family members, nationalities, time, month, week, the names of some animals and complex numbers.
Reading and Writing	Be able to recognise and write the complex numbers, adjectives and opposites: big, small, up and down, chicken, cat; twelve zodiacs; some nouns and verbs such as sky, run, and jump.  Be able to use some conjunctions and prepositions to make own sentences.  Create own imaginative story based on the story: “Chicken Little”. (for advanced students)

## MUSIC

Students in Year Six will be using a range of instruments and electronically generated sounds to create effects. The elements of music will be unpacked in detail and they will further develop their skills in reading music and how expression is added in sheet music. They will improve their technical skills through the chance to improvise, arrange and compose new material for a certain purpose. They will increase their musicianship by Performing new material in bands and refine their approach through the exploration and analysis of various genres of music and of different cultures and how certain concepts and feelings have been communicated within this repertoire.

Our focus for the year will revolve around our ability to thrive and how it can be influenced by human endeavour and ethical thinking. In particular, we will focus on certain artists that would be known as legends in their field and how they began from humble beginnings and developed their artistry to be the person they are today.

We will be using our PYP Learner Profiles to further our students’ skills as Knowledgeable with the new information discover in our

lessons as well as reflective through the song writing process and accepting positive and constructive criticism to help produce a composition that the student is proud of.

## SCIENCE

The Year 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.

