



YEAR 6 CURRICULUM OVERVIEW TERM 1 2019

Dear Parents/Guardians,

We would like to extend a warm welcome to all our Year Six families.

It was wonderful to see the Year Six students begin the 2018 year confidently and with enthusiasm at Alamanda College. We welcome our new families to the school community, and have seen the students explore their new environment and make new friends, both within their classrooms and outside. 'The International Baccalaureate aims to develop Inquiring, Knowledgeable and Caring young people who help to create a better and more peaceful world through intercultural understanding and respect'.

Introducing the Year 6 Team...

Carmen Sacco – Assistant Principal Years 5/6: sac@alamandacollege.vic.edu.au

6A: **Tiffany Baldaccino**

6B: **Patrick Nelson**

6C: **Carin Shiell**

6D: **Leisa Hockley**

6E: **Victoria Lang**

6F: **Heidi Spies**

6G: **Anthony Themistokleous**

6H: **Breannan Beattie**

6I: **Jess McArdle**

UNIT OF INQUIRY

An Inquiry into 'How We Organise Ourselves'...

Central Idea:

Government systems may support the rights of their citizens

Lines of Inquiry:

- An inquiry into government systems around the world
- An inquiry into human rights and social justice
- An inquiry into the responsibilities of governments and citizens

Key Concepts:

- Function
- Connection
- Perspective

Our first Unit of Inquiry for 2019 will see students inquiring into the way in which government systems around the world impact the lives of their people. We will begin our Unit of Inquiry by looking into the way in which the government of Australia is structured and functions as a representative democracy. We will focus on the three levels of government: federal, state and local. We will also look at how their branches: legislative, executive and judicial, create and enforce laws. We will then look further into the Australian election process focusing on preferential voting and the party system.

The students will then have the opportunity to participate in a simulated election. Students will be able to align themselves with a party, and campaign to gain the support of their electorate. Following the campaigns, grade six students will gather together to vote using resources from the Victorian Electoral Commission, such as ballot boxes and voting screens, to have the full election experience. Students who win the election with a majority vote will then participate in a role play of a Grade 6 Parliament and get an inside look at how the Australian Parliament works, gain a deeper understanding of this democratic system. They will have the opportunity to use their voice to take action throughout our school. The role play of the Grade 6 Parliament will run throughout the year with re-elections taking place regularly.

At the heart of the unit of inquiry, students will look at human rights and social justice on a local and global scale. Students will look into the changing rights of Aboriginal and Torres Strait Islander people and compare that the human rights of other

marginalised groups worldwide. We will look at the government's and citizens' responsibilities to all people and how that looks different in various countries.

To conclude the inquiry students will work cooperatively on a task in which they will need to propose the ideal government system for a 'newly discovered island.' Students will need to make decisions on how this government system would operate using flow charts showing the processes used. Students will be asked to consider citizen rights, a fair and stable budget as well as plan for disaster. They will make connections to knowledge gained throughout the inquiry to complete all aspects of the project and tackle challenges.

Embedded Language

Embedded within this unit of inquiry are strong Language links to informational writing and persuasive techniques through the creation of news articles. Students will write frequent reports regarding the events taking place with the Grade 6 Parliament. Students will use articles from newspapers to gain an understanding of the structure that reporters use when writing a news article, and simulate this within their writing.

Embedded Mathematics

Embedded within this unit are strong Mathematics links to statistics. Students will create various surveys to collect data of their electorates, which their member of the Grade 6 simulated Parliament could use to vote based on what the opinions of the majority of the electorate. Students sort and synthesise the data using excel to creating a chart or graph. Students will use knowledge of fractions to make statements about the fraction of people that answered questions in a particular way, and converted these fractions to decimals, and then percentages. Students

will further analyse numerical data using mean, median, mode and range.

AN INQUIRY INTO MATHEMATICS

This year in Numeracy, Year 6 students will take part in a meaningful 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, 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 first Unit of Inquiry will focus on the topic of Number and Place Value, with the central idea being, 'Number systems create a universal language that assists in the expression of quantities'. Students, alongside their teachers, will set personal learning goals to construct their own understanding of what this statement means to them. Students will be encouraged to apply their knowledge of the Inquiry Cycle in making relevant connections between Mathematics and the world in which they live. This practice will be closely linked with a strong reflective process as students continue to learn to articulate their new understandings within their learning journey. 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 LANGUAGE

In addition to the links to language and literacy made through our units of inquiry, students will focus on building their reading comprehension through an author study of the works of Chris Van Allsburg. Van Allsburg's picture-story books are incredibly rich texts that draw the reader into wondrous worlds full of mystery and subtle statements on morality.

Students will use Van Allsburg's works to develop their comprehension by engaging with challenging, differentiated questions that prompt thinking about text-to-text, text-to-self and text-to-world connections. Through their responses to these questions, based on the SOLO taxonomy, the students will demonstrate their understanding and interpretations of the texts and the wider world around them.

HOMWORK

Homework is set for students to practise a new skill, or develop their understanding of the content that is being taught within the classroom. Purposeful homework tasks make a difference to fostering good lifelong learning and study habits. Students are encouraged to identify people within their home or family that can be their homework helpers, and plan out their weekly homework tasks in order to manage their time effectively throughout the week. Students should create a timetable to help with balancing their time spent on extra-

non-curricular activities, with time spent on homework tasks, which can be referred to regularly by teachers and parents in order to monitor progress and provide help when needed.

In grade 6, students will be given homework projects that align with the learning from their unit of inquiry. The project will last for the duration of the inquiry unit (6-7 weeks) and will assist students with developing their enduring understanding. There will be an overall due date for the projects, and occasionally there may be mini due dates for smaller tasks. Students will need to focus on their time-management skills to ensure that they space out their learning across the weeks, and not rush in the week before the project is due. In addition to these projects, some consolidating tasks may be set by the classroom teacher after workshops/lessons, and students are to be reading daily for 20-30 minutes.

RESTORATIVE PRACTICES

Alamanda College is committed to the process of Restorative Practices, which assists teachers, students and parents with building, maintaining and restoring relationships. Restorative Practices helps to build capacity to enable students to self-regulate their behaviour, and contributes to the overall improvement of learning outcomes across the school. Within the classroom, students are maintaining healthy relationships with each other and with their



teachers through mutual understanding and respect. When conflict or issues arise, students are encouraged to communicate and express their concerns, while reflecting on their actions and how they can improve the situation for themselves and others. These practices will be reflected in classroom Essential Agreements, and be referred to throughout the year.

UNIFORM

In term 1, students are to wear full summer uniform; shorts and shirt for boys, dress or skirt and shirt for girls, as well as navy blue school socks and black school shoes (not runners). The Alamanda school hat is to be worn daily, and this cannot be substituted for a different hat such as a cap or visor. Sport uniform is to be worn on the day students have PE and on Fridays for grade 6 sport. If your child temporarily does not have the correct uniform, please send in a note to the classroom teacher, or speak to them directly.

IPADS/MACBOOKS

iPads and Macbooks are an integral part of the classroom program, as they strongly support individual goal setting, and research. Please ensure that iPads and Macbooks are charged overnight, as due to health and safety students are unable to charge their devices at school.

SCHOOL SUPPLIES:

If you have not already done so, please send in ALL items on the Year 6 Stationery List immediately as we are already using these each day. Also, if your student does not yet have a pencil case, please send one in. We would also greatly appreciate it if you could donate a box of tissues that will be stored away until needed.

If you have any questions, queries or concerns, please do not hesitate to contact your child's classroom teacher. With parental support and partnership, we look forward to a positive and productive year ahead!

Kind Regards,
The Year 6 Team

Carmen Sacco (Assistant Principal), Tiffany Baldacchino, Patrick Nelson, Caring Shiells, Leisa Hockley, Victoria Lang, Heidi Spies, Anthony T, Breannan Beattie and Jess McArdle.

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 4 in Art we will be exploring how Impressionism sought to portray the sensation of colour and light in creative and unique ways. In particular, the Grade 6 students will be analysing the art practice of famous French Impressionist painter, Claude Monet. This unit of inquiry follows after their Grade 6 classroom inquiry, which explored how light works in various ways.

Over a series of weeks, students will inquire into Monet's unique use of Impressionist style brush strokes and his iconic depiction of light and colour. Grade 6 students will build upon their growing art vocabulary and expression abilities through visible thinking routines and group work, all centred around Monet's artworks and style. Student's will grow their understandings of European art history by comparing and contrasting artworks from both the French Impressionist and Realist Art movements. The students' final work will be a mixed media art landscape inspired by Monet's famous 'Houses of Parliament' series. Students will use mono-printing, watercolour painting and oil pastels to portray an Impressionist style of movement, reflection, colour and light within their art piece.

The PYP Learner Profile will be used to guide the students 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.

PHYSICAL EDUCATION

The Levels 5 and 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.

In Physical Education this year, Grade 6 students will participate in the Sport Education Physical Education Program (SEPEP). During this program students will aim to develop their teamwork, leadership and strategic thinking qualities through a range of different sports. Students will complete a soccer and a cricket unit in term 1. Good thinking and communication skills will be critical for their team's success during these units. Students will reflect on their performances to highlight their strengths and weaknesses and to make changes accordingly.

Throughout every PE lesson, students are expected 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 bring a hat and 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

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 will 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 will 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. Students will further develop their skills to improve the tones and accent in pronunciation.

The Students will focus on learning a story “Chicken Little” and relate the story by using gestures and rhythms. They develop their skills to improve the tones and accent in pronunciation through telling the story, practising pinyin and singing Chinese songs: Song of the Pig (zhū zhī gē!); Twelve zodiacs celebrate Chinese New Year (shí èr sheng xiāo bài dà nián); and Peking Opera Masks (jīng jù liǎn pǔ)

Cultural aspects include Chinese New Year, Chinese social system, modern technology, and facts about China. During the course, students will concentrate on organisation and self-management skills throughout their approaches to learning.

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 gù shì)”. 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 propositions to make own sentences. Create own imaginative story based on the story: “Chicken Little”. (for advanced students)

During the Term One Drama program, students will be creating their own Mockumentaries. Beginning with researching both the history and dramatic elements of mockumentaries, students will be experimenting with portraying how a mockumentary uses persuasive techniques, and blur between Fiction and Non-fiction. Using the process of script writing, rehearsal and performing, students will produce a film on their iPads to keep. To create the mockumentaries students will work cooperatively and confidently to express ideas. They will work in both small groups and as a whole class to collaborate, and give constructive feedback to one another.

The students will continue to be encouraged to develop the PYP Learner Profile attributes of being risk-takers; approaching new ideas confidently and creatively; and being inquirers, enjoying their learning and being naturally curious about the activities they are undertaking.



DRAMA

In Grade Six, 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.

