



Mansfield State School Curriculum Overview

Year 6 Term 2 2024



Sciences

Physical Sciences: Energy and electricity

In this unit, students will:

- investigate electrical circuits as a means of transferring and transforming electricity
- design and construct electrical circuits to make observations, develop explanations
- perform specific tasks, using materials and equipment safely
- explore how energy from a variety of sources can be used to generate electricity
- identify energy transformations associated with different methods of electricity production
- investigate how the production and use of electricity have affected people's lives
- evaluate personal and community decisions related to use of different energy sources and their sustainability

Assessment: Students will analyse the requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. They will also use scientific knowledge to assess energy sources selected for a specific purpose.

English

Examining advertising in the media

In this unit students will:

- read, view and listen to advertisements in print and digital media
- understand how language and text features can be combined for persuasive effect
- demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.

Assessment:

Reading Comprehension

Students will analyse, evaluate and compare the effectiveness of two advertisements.

Multimodal Advertisement

Students will create a multimodal advertisement and complete a reading comprehension task examining advertising in the media.

Mathematics

In this unit students will:

Number and Algebra –

- solve arithmetic problems involving addition, subtraction, division and multiplication with whole numbers of any size
- extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers
- use mathematical modelling to solve financial problems, choosing models, representations and calculation strategies and justify solutions

Measurement -

- use timetables to solve practical problems

Assessments:

Number and Algebra - find unknowns involving order of operations, solve problems using the properties of prime, composite and square numbers.

Number - (Monitoring) use mathematical modelling to create a budget for a class event.

Measurement - interpret and use timetables and plan an itinerary.

Humanities and Social Sciences

In this unit, students will explore the following inquiry questions:

What does it mean to be an Australian citizen? How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?

Learning opportunities support students to:

- recognise the responsibilities of citizens in Australia's democracy
- consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens
- identify different points of view
- examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children
- investigate stories of groups of people who have migrated to Australia since Federation
- evaluate the contribution of individuals and groups to the development of Australian society since Federation
- sequence information about events and represent time by creating timelines
- present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.

Assessment: Global Citizens - 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.

Health and Physical Education – *Specialist Teacher*

Movement and Physical Activity – Tchoukball (5_6 Banded Curriculum)

In this unit, students will perform the specialised movement skills of throwing and catching in the context of Tchoukball. They propose and combine Tchoukball movement concepts and strategies in game situations to achieve movement outcomes and solve movement challenges. They demonstrate fair play and skills to work collaboratively during Tchoukball activities and games.

Assessment: Students will refine and perform the Tchoukball specialised skills of throwing and catching. They will apply the Tchoukball movement concepts and strategies of shooting and rebounding in a three-on-three modified-game scenario. They will work as a team to target open space when shooting, and defend open space when rebounding. They will demonstrate the social and personal skills required to play fairly and work collaboratively during Tchoukball activities and games.

The Arts - Music *Specialist Teacher*

Rhythmic Riot (5-6 Banded Curriculum)

In this unit, students will compose, perform and respond to music featuring rhythmic ostinatos and accompaniments.

Assessment: Students will compose and perform rhythmic ostinatos to a known song. They will respond to their music making by explaining how the elements of music were used to enhance the performance.

Media Arts: What's the Story? *Classroom Teacher*

In this unit, students will plan, produce and present media artworks to explore representations using images, sounds and text.

Assessment: Students will view and analyse a documentary. They will explain how documentary techniques are used to communicate ideas, stories and points of view. Students will work collaboratively to produce an interview-based documentary about one of their peers.

French - *Specialist Teacher*

In this unit, students will learn and then perform a traditional story in French, "Le Garçon Qui Joue Des Tours" (The Boy Who Cried Wolf.) Lessons will include key vocabulary and opportunities to listen and practice speaking.

Assessment: Students will perform parts of the script in French, according to their chosen character(s).