Year 6

Term 4 Overview

**ENGLISH**

In English this term, students will listen to and read the story “Black Snake – The Daring of Ned Kelly”. They will explore the structure and features of biographical texts. The students will research Ned Kelly and plan, draft and compose a written biography about him.

**MATHS**

In Maths, students will be given opportunities to apply a variety of mathematical concepts in real-life, lifelike and purely mathematical situations.

Through the proficiency strands - Understanding, Fluency, Problem solving and Reasoning - students have opportunities to develop understandings of:

- **Chance** - conducting chance experiments, recording data in a frequency table, calculating relative frequency, writing probability as a fraction, decimal or percentage, exploring the effect of large trials on results, comparing observed and expected frequencies

- **Data representation and interpretation** - comparing primary and secondary data, sourcing secondary data, exploring data displays in the media, identifying how displays can be misleading, problem solving by manipulating secondary data

- **Patterns and algebra & Number and place value** - representing number patterns in a table and graphically, writing a rule to describe a pattern, applying the rule to find the value of unknown terms, solving integer problems, plotting coordinates in all four quadrants, solving problems using the order of operations, solving multiplication and division problems using a written algorithm.

**SCIENCE**

In this term’s unit, ‘Understanding environments’ students will explore the environmental conditions that affect the growth and survival of living things. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will pose questions, plan and conduct investigations into the environmental factors that affect the growth of bean seeds. They will gather, record and interpret observations relating to their investigations. Students will consider humans’ effect on the environment and how science knowledge can be used to inform personal and community decisions. They will recommend actions to develop environments for native plants and animals.
**TECHNOLOGY**

In this unit, students will develop an understanding of digital systems. They will learn how to use algorithms and basic coding to design a simple game based around a fitness activity. The students will use the program ‘Scratch’ to develop these skills.

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**GEOGRAPHY**

This unit students will investigate:
- How do places, people and cultures differ across the world?

They will examine the differences in the economic, demographic and social characteristics of countries across the world. The students will demonstrate an understanding of the diversity of places by representing, interpreting and describing data and information about the characteristics of places.

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**HEALTH**

This term students investigate how their health is influenced by family, peers and the media. They are challenged to devise a set of health-related fitness activities that can be used by school-aged students anywhere, anytime! The program they devise must promote agility, strength, balance and flexibility. The activities they include must be ones that can be carried out in their home/bedroom with little or no equipment.

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Kind regards,
Mrs Desbrow, Ms White &
Mrs Qazim