



## CURRICULUM OVERVIEW

**ENGLISH:** This term, students listen to, read, view and analyse literary and informative texts on the same topic. Students will explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts.

**MATHEMATICS:** This term students will conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large trials on results, Also analyse number patterns in a table write a rule to describe a pattern.

**SCIENCE:** Life on Earth— 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. They will recommend actions to develop environments for native plants and animals.

**HASS:** Students investigate Australia's path to Federation from the late 1800s to 1901. They will describe the experiences of Australian democracy and citizenship for a range of groups, including Aboriginal peoples and Torres Strait Islander peoples, migrants, women and children.

**The Arts: Visual** - Students will use the design process to develop a concept drawing of a shelter for a particular site and purpose. They will explain how ideas are represented in artworks they make and view.

## SPECIALISTS

**MUSIC:** Revision of all known rhythmic elements; Reading and writing notes on the treble and bass staff; Singing; Responding to music of different styles and cultures.

**LOTE:** - Film making - Kids being Teachers Cultural Festival & Marketplace

**STEM:** Students will apply a range of skills and processes when learning takes place in the digital technology area. Students will investigate information systems and learn about representation of data. They will explain how different systems meet local and community needs, represent a variety of data types in digital systems and collect, manage and analyse data using a range of software (such as spreadsheets).

They will use this data to design and construct a solution within the school environment, flowing into the design phase of learning.

As part of the **design** component, students will investigate how electrical energy can control movement, sound or light in a designed product or system. They will design a solution to an environment's security need and make an electrical device that is part of the solution.

**HEALTH AND PHYSICAL EDUCATION:** Students will perform passing, kicking and catching skills in game situations. They will propose and combine movement concepts and offensive and defensive strategies to achieve outcomes in 'All codes' football. *In health, students will continue to explore drink products that contribute to health and wellbeing. They will focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body.*

## CLASSROOM/ SCHOOL COMMUNITY UPDATES

**WHOLE SCHOOL ONLINE PARADE:** WEEKS 2, 4, 6, 8 & 10  
**P&C MEETING:** Week 7 - Monday, 16th November 2020 @ 1.30pm

## EVENTS/EXCURSIONS/INCURSIONS

Week 3 —Year 6 Camp 19 - 21st/10

Week 3 - Gilston Arts Day (Book Character Parade & Class Art display 9-10am ) Friday 23/10

Week 4 - Day for Daniel 30/10, World Teacher's Day Friday 30/10

Week 5 - Outdoor Classroom Day Thursday 5/11, World Tuckshop Day Friday 6/11

Week 6 - Remembrance Day 11/11, World Kindness Day 13/11

Week 7 - SRC Wear your Colours 'State of Origin' Gold coin

Week 8—Nerang High Transition Day Yr 7 - 2021 24/11

Week 8 - Yr 6 'Big Day Out' White Water World 26/11

Week 9 - Yr 6 Graduation Ceremony

Week 10 - Class end of year parties

## POSITIVE BEHAVIOUR/SCHOOL RULES

	Week	Rule	Focus
T E R M 4	1-3	Be Safe	Follow road rules Walk on concrete Wear hat and sunscreen outside
	4-6	Be Respectful	Play fairly Treat others the way you want to be treated Wear full school uniform with pride
	7-9	Be a Learner	Be prepared and organised Always do your best Reflect on past actions/experiences
	10	Celebrate	Celebration of Success



Earn a Bee Sting  
for Positive Behaviour



Towards the Class Beehive  
Rewards and Certificates



Y  
E  
A  
R  
  
6

TERM  
FOUR  
2020

6A—Shawn Aucoin

6P—Adam Pearson

6PR - David Preston

**HASS** - Students explore the events and developments that shaped Australia as a democratic nation and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present. Students investigate economic, ecological and government processes and systems. Students will examine natural, demographic and cultural diversity and how they are interconnected with diverse people and places across the globe.

**ART—Visual** Students will use the design process to develop a concept drawing of a shelter for a particular site and purpose. They will explain how ideas are represented in artworks they make and view.