



Year Six- Learning and Assessment Unit Work for Semester 2, 2021

The following highlights the Learning and Assessment expectations for Semester 2 2021.

In addition to Unit work, One Mile State School uses a comprehensive suite of diagnostic resources to help students achieve. These resources help teachers form a picture of each child's developmental needs.

These may include:

Progressive Achievement Tests in Reading and Numeracy – completed online.

Reading Benchmarks – Running Records and individual reading conferences. (you may have heard this referred to as a reading level or number)

LEM Phonics program

Show Me – Maths testing following The Gympie Maths Alliance resources.

Various screening devices conducted when appropriate by support staff.

The below learning and assessment will be reported on in Semester 2 Report Cards.

English	<p>Interpreting literary texts Students listen to, read & view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events & characters are created within historical contexts. They create a literary text that establishes time & place for the reader & explores personal experiences.</p> <p>Exploring literary texts by the same author Students listen to & read novels by the same author to identify language choices & author strategies used to influence the reader. They compare two novels by the same author to identify aspects of author style. Students prepare a response analysing author style in the novel, & participate in a panel discussion.</p>
	<p>Assessment: Comprehension: to read and comprehend a letter from history and to analyse & explain language features. Written: Students write a letter to a student in the future to evoke a sense of time & place. Oral: Students participate in a panel discussion to analyse & evaluate the style of an individual author.</p>
	<p>Comparing texts Students listen to, read, view & analyse literary & informative texts on the same topic. Students explore & evaluate how topics & messages are conveyed through both literary (imaginative) & informative texts, including digital texts. Students identify the author's purpose & analyse similarities & differences in texts. They compare & analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural & language features studied during the unit. Students transform an informative text into a literary text for younger audiences.</p> <p>Assessment: Arguing a point of view Informative response – written Students argue a point of view about the effectiveness of literary & informative texts in conveying their message.</p>
Mathematics	<p>Students continue to develop understandings of all areas of maths including number, place value, solve problems, fractions, decimals, percentage discount, patterns, algebra, apply translations, reflections & rotations to create symmetrical shapes, angles, chance, probability and data.</p> <p>Assessment: 1 Integers, Cartesian planes and transformations. - short answer questions 2 Identifying number properties and calculating percentage discounts - short answer questions 3 Calculating fractions and decimals.- short answer questions</p>
	<p>Students continue to develop understandings of all areas of maths including number, place value, solve problems, fractions, decimals, patterns, algebra, apply translations, reflections & rotations to create symmetrical shapes, geometric reasoning, chance, probability, data representation & interpretation.</p> <p>Assessment: Describing probabilities & comparing frequencies Short answer questions Students compare observed & expected frequencies & write probabilities as fractions, decimals & percentage</p>

Science Mr Derrick	Our changing world Students explore how sudden geological changes & extreme weather events can affect Earth's surface. They consider the effects of earthquakes & volcanoes on the Earth's surface & how communities are affected by these events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia.
	Assessment: - Explaining natural events & change - Home Project Students explain how natural events cause rapid changes to the Earth's surface & identify contributions to the development of science by people from a range of cultures. They identify how research can improve data.
	Life on Earth Students explore the environmental conditions that affect the growth & survival of living things. They use simulations to plan & conduct fair tests & analyse the results of these tests. Students pose questions, plan & conduct investigations into the environmental factors that affect the growth of living things. They gather, record & interpret observations relating to their investigations. Students consider human impact on the environment & how science knowledge can be used to inform personal & community decisions. They recommend actions to develop environments for native plants & animals.
	Assessment: Experimental investigation Students develop an investigable question & design an investigation into simple cause-and-effect relationships including identifying variables to be changed & measured & potential safety risks. They collect, organise & interpret data to identify environmental factors that contribute to mould growth in bread & explain how scientific knowledge helps to solve problems.
HASS Ms Arthur	Australia in a diverse world How do places, people & cultures differ across the world? Students examine the diversity of Asia compared to Australia, focusing on human characteristics (demographic, economic and social) and environmental characteristics (climate and natural features). They interpret different types of data to describe patterns & trends and then present their findings. Students also compare and contrast different indigenous peoples from Australia and Asia.
	Assessment: Students demonstrate an understanding of the diversity of places by representing & interpreting data & information in a variety of forms.
	Australia's global connections Students will explore the key inquiry questions: <ul style="list-style-type: none"> • What are Australia's global connections between people and places? • How do people's connections to places affect their perception of them? Students describe how people, places, communities and environments are globally interconnected and identify the effects of this over time. They collect useful data from primary and secondary sources, represent and then interpret this data to draw conclusions and offer solutions about an issue.
	Assessment: Australia's global connections Students conduct an inquiry to answer the question: <i>How does tourism at the Great Barrier Reef affect people and places?</i>
The Arts Mrs Cantle	My Hero Students explore melodrama from different cultures, time and places in Europe and North America. They explore dramatic action, empathy and space in improvisations, play building and scripted drama. They develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action. They rehearse and perform devised and scripted drama.
	Assessment: To devise, perform and respond to melodrama.
	Symmetry and dance Students make and respond to dance by exploring symmetry as stimulus.
	Assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> • explain how dance communicates meaning about symmetry in dances they make, perform and view • describe characteristics of symmetry in dances • structure movements in dance sequences using the stimulus of symmetry to make dances that communicate meaning

	<ul style="list-style-type: none"> work collaboratively to perform dances using the stimulus of symmetry
Design Technology Mrs Cattle	<p>Harvesting good health Students explore how competing factors and technologies influence the design of a sustainable service. This service provides a plant for the preparation of a healthy food product.</p>
	<p>Assessment: Students will design a service that provides a plant that can be used to create a healthy food product. The service will involve the design of the plant's packaging, care label and fact sheet.</p>
Health Mr Derrick	<p>Who influences me? Students explain the influence of people & place on identities. They explore how important people in their lives, the media, celebrities and heroes can influence health behaviour. Students learn basic some first aid theory and techniques.</p>
	<p>Assessment: Ongoing assessment of student work Exam – basic first aid</p>
	<p>Transitioning to High School Students explore the feelings, challenges, & issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition. Students:</p> <ul style="list-style-type: none"> explore the feelings & emotions associated with new situations & coping with change discuss the knowledge & skills that help people adapt to new situations reflect on the way they adapt to change examine how communication skills support positive relationships explore the similarities & differences between primary & secondary school examine how students experience diversity during their transition to secondary school discuss how diversity has positive influences on individuals & communities.
	<p>Assessment: The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> investigate developmental changes & transitions explains the influence of people & places on identities recognise the influence of emotions & discuss factors that influence how people interact in new situations.
Music Mrs Meads	<p>Around the World with Music In this unit, students compose, perform and respond to music exploring the music making of other cultures.</p>
	<p>Assessment: Composing – Students compose music by combining excerpts of known music from around the world. Performing – In a small group, students perform music from another culture by singing and playing ostinatos on rhythmic and melodic instruments.</p>
Physical Education Mr Martin	<p>Ball Striking, Throwing and Catching Students play modified games and activities related to cricket and touch football to develop various skills. In cricket these include striking a moving ball with a bat, under and overarm throwing to a target, catching and fielding with anticipation. In touch football these include passing and catching while running, evasion, team work and positional play.</p>
	<p>Assessment: Assessment: practical assessment challenge and observation during unit</p>
	<p>Swimming Students participate in swimming lesson in Term 4.</p>
	<p>Assessment: Students are assessed on swimming technique and water safety.</p>

LOTE Mrs Morris	Games Unit: How do we play? In this unit, students will explore the concept of play and its universality across cultures. They will investigate play in the context of an Olympic theme. Students will: <ul style="list-style-type: none"> • Learn how to pronounce a range of Sports and Olympic Countries in Japanese • Explore the use of Katakana in relation to foreign 'borrowed' words. • Play a card game in Japanese using conversational Japanese (Uno) • Reflect on cultural values expressed through game play.
	Assessment: Students will be assessed based on a folio of work completed over the Semester.

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