

OVERVIEW OF EXPECTED OUTCOMES - TERM 3 – 2017

Oxley State School



YEAR 6	Expected Outcomes	Assessment	Week
English	<p>IMAGINATIVE Unit 4: Interpreting Literary texts Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that establishes time and place for the reader and explores personal experiences.</p> <p>INFORMATIVE Unit 5: Exploring literary texts by the same author Students listen to and read novels by the same author to identify language choices and 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, and participate in a panel discussion.</p>	<p>Unit 4: Letter to the Future Written Students write a letter to a student in the future to evoke a sense of place and time</p> <p>Unit 5: Panel discussion Oral Students participate in a panel discussion to analyse and evaluate the style of an individual author.</p>	<p>Term 3 Week 8</p> <p>Term 4 Week 6</p>

Mathematics	<ul style="list-style-type: none"> • Number and place value - identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers • Money and financial mathematics - connect decimals, fractions and percentage, calculate percentages, calculate discounts of 10%, 25% and 50% on sale items • Location and transformation - identify the four quadrants on a Cartesian plane, plot and read points in all four quadrants, describe combinations of translations, reflections and rotations. • Fractions and decimals — add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, divide numbers that result in decimal remainders and solve problems involving fractions and decimals • Patterns and algebra — continue and create sequences involving whole numbers, fractions and decimals, describe the rule used to create the sequence and apply the order of operations to assist calculations. • Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids. 	<p>Number properties and percentage discounts <i>Short answer questions</i> Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages.</p>	Week 5-6
		<p>Integers, Cartesian plane and transformations <i>Short answer questions</i> Students describe the use of integers in everyday contexts, locate integers on a number line, locate and ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.</p>	Weeks 7-8
		<p>Fractions and decimals <i>Short answer questions</i> Students solve problems involving the addition and subtraction of related fractions, calculate a simple fraction of a quantity, and describe rules for sequences involving fractions and decimals. They perform calculations on decimals including multiplying and dividing by powers of 10.</p>	Week 10

YEAR 6	Overview of Expected Outcomes	Assessment	Week
Science	<p>Reversible and Irreversible Changes In this unit students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations and accurately record data and develop explanations. They suggest improvements which can be made to their method to improve the investigation. Students will explore ways that reversible and irreversible changes in everyday materials are used to solve problems that directly affect peoples' lives (e.g. heating can be reversed by cooling).</p>	<p>Scientific report: Materials and Products <i>Written</i></p> <p>Materials and Products Test <i>Short answer questions</i> Students will answer questions that examine reversible and irreversible changes.</p>	Term 3 Week 8
History	<p>We Are One Nation. Students will investigate the development of Australia as a diverse society. In this unit students will investigate the following questions:</p> <ul style="list-style-type: none"> • Who were the people who came to Australia? Why did they come? • What contributions have significant individuals and groups made to the development of Australian society? 	<p>Research Project <i>Written</i> Historical Investigation on migrant experiences and contributions made to the development of Australia.</p> <p>Historical Narrative <i>Written</i> Students describe the experiences of a migrant and their contribution to Australia, using historical terms and concepts and incorporating relevant source.</p>	Term 3 Week 10
Health / Physical Education	<p>Health: Who Influences Me? Students explore how important people in their lives, and the media, can influence health behaviour. They examine how membership of different groups and personal qualities shape identity. Students examine influences on health behaviour and construct a health message for their peers.</p> <p>PE: Skills & Strategy All Codes Football Students will perform the specialised movement skills of passing, catching and kicking within the context of All Codes Football. They will propose and combine Football movement concepts and strategies in game situations to solve movement challenges. Students will demonstrate social and personal skills to work collaboratively and play fairly during games and physical activity.</p>	<p>Health: C2C Assessment Who Influences Me?</p> <p>Physical Education National Curriculum Unit Checklist and Criteria</p>	Term 3 Week 10 Ongoing

Technology / ICT	<p>Digital Technology: A-maze-ing digital designs</p> <p>In this unit students engage in a number of activities, including:</p> <ul style="list-style-type: none"> - investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems - examining a maze game to explore algorithm design and develop skills in using a visual programming language - working collaboratively to create a new maze game. 	<p>Part A: Explain how digital systems connect together to form a network.</p> <p>Part B: Create a maze game using visual programming.</p>	<p>Term 4 Week 4</p>
<p>The Arts (Music, Visual Arts, Dance, Drama and Media Arts)</p>	<p>Media</p> <p>In this unit students create a portfolio (in PowerPoint) using photography of built and natural environments. They will use a range of photographic techniques such as long shots, close-ups, depth of field, low and high angle, mainlines, etc. Students also analyse how different techniques evoke a sense of mood or emotion.</p> <p>Music: As part of Oxley’s developmental music program, students will continue to consolidate and extend their musical skills through group and individual movement, speaking, singing and playing to live and recorded music, exploring elements of beat, rhythm, pitch, harmony, ostinato, canon and accompaniment. Students will explore Middle Eastern folk music through games, dance and song. Students will learn a three-part piece of music to perform on marimba. Students will learn songs to sing in canon and with ukulele accompaniment.</p>	<p>Media: Student Media Portfolio Technique Analysis Task</p> <p>Music: Students will play ‘Staff Wars’. (Written) Students will perform as a small group a 3 part marimba piece. Students will arrange one or more songs to perform using canon and /or choral accompaniment.</p>	<p>Term 3 Week 10</p> <p>ongoing</p>
<p>LOTE</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Be able to transit between Chinese and English. 2. Realize the similarities and differences between Chinese and English. 3. Get familiar with Chinese pronunciation system—pinyin and be able to write down correct pinyin when listening to Chinese. 4. Be able to say new Chinese sentences independently with pinyin. 5. Be able to express their own preferences and abilities with details in Chinese. 6. Develop skills to compose a conversation to talk about their likes and dislikes in Chinese. 	<ol style="list-style-type: none"> 1. Listening comprehension task: Things they like 2. Speaking task: Talk about their hobby. 	<p>Weeks 1-7</p> <p>8-10</p>