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<th>Year 6</th>
<th>Term 1</th>
<th>2016</th>
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<td><strong>Mathematics</strong>  &lt;br&gt; Number and Algebra – students will develop skills and understanding in the following areas:  * Consolidating strategies for adding and subtracting large numbers  * Consolidating skills for multiplying and dividing numbers  * Linking percentages, common fractions and decimals  * Reading, writing, saying and modelling numbers to one million and beyond  * Identifying and describing the relationship between two sets of numbers  * Finding fractional parts of a collection  * Solving and constructing number sentences  * Making connections between improper and mixed numerals</td>
<td><strong>English</strong>  &lt;br&gt; Reading and Viewing – Incorporating the literature study of <em>Hatchet</em> (by Gary Paulsen), students will have the following experiences:  * Modelled, shared, guided and independent reading  * Questioning that promotes Higher Order Thinking  * Understanding unknown words in a text, visualising, finding specific information, identifying the main idea of a paragraph and sequencing  * Reading a selection of fiction and non-fiction texts  <strong>Writing and Representing</strong> – students will have the following experiences:  * Modelled, guided, small group and independent writing of imaginative texts  * Proofreading of their writing  * Using word processing to publish their writing  * Consolidating their cursive handwriting style  * Representing their ideas through images  Writing and representing tasks will be linked to the literature study of <em>Hatchet</em> and to the Geography Unit, <em>Rainforests</em>.  <strong>Spelling</strong> – students will develop their spelling and vocabulary skills through a variety of strategies and activities</td>
<td><strong>Science and Technology</strong>  &lt;br&gt; <em>Marvellous Micro-organisms</em>  &lt;br&gt; <em>Biological Science</em>  Students will have hands on opportunities to:  * Investigate the yeast micro-organism and the best temperature  * Experience the bread-making process  * Represent and explain their understanding of the yeast micro-organism  * Be introduced to current scientific views  * Plan and conduct an investigation of the conditions that affect mould growth on food  * Read about the role of micro-organisms in the discovery and development of the antibiotic, penicillin.  * Represent what they know about micro-organisms, and to reflect on their learning during the unit.</td>
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- Representing 3D objects through drawings
- Measuring using millimetres
- Using grid references to locate and plot regions on a grid

**Probability and Statistics** – students will develop skills and understanding in the following areas:
- Making and testing predictions
- Reading, interpreting and making column graphs and line graphs

including THRASS. Spelling and vocabulary activities will also link to the literature study.

**Language** – students will develop their language skills through a variety of strategies and activities. Grammar and punctuation content will focus on language features specific to imaginative texts. The literature study will also draw upon specific language features, including the use of figurative language, imagery, foreshadowing and irony.

**Listening and Speaking** – students will engage in a variety of listening and speaking tasks to develop their public speaking skills.

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<th>Geography</th>
<th>Health and Personal Development</th>
<th>Visual Art</th>
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| **Rainforests** | In Term One, the students will be completing training in preparation for Peer Support in Terms 2 & 3. This training will allow the students opportunities to:  
- Practise the skills of an effective leader  
- Practise the skills of effective communication  
- Practise group skills  
- Explore a variety of ways to solve a problem | Students will be creating art pieces using the following techniques, based around the theme of buildings and structures, and linking to the theme, **Trees**.  
- **Drawing**- sketching, patterning, creating perspective  
- **Painting**- value, colour  
- **Collage**- creating texture and dimension  
- **Sculpture**  
Students will use a variety of materials including pencil, paint, wire and oil pastels. Students will have opportunities to appreciate how different art techniques create dimension, tone and appeal and will reflect on their artwork in terms of the techniques and materials used. |
| Students will have opportunities to:  
- Locate the geographical regions of rainforests  
- Investigate the layers of a rainforest and the plants and animals that exist in these layers  
- Learn about the indigenous people of Australian rainforests  
- Investigate the interdependence of people and rainforests  
- Examine threats to rainforests and look at these dangers from different perspectives  
- Look at benefits of rainforests to the global community  
- Explore the preservation of rainforests | |