



# Greenbank State School

## Creating a World of Difference – The Greenbank Way

### YEAR 6 CURRICULUM OVERVIEW – TERM 3

AIP - 2024



CREATING  
A WORLD OF  
DIFFERENCE.  
THE  
GREENBANK  
WAY



EMBEDDING

ASSESSMENT LITERATE LEARNERS  
To a Connected World... and Digital Future

**EDUCATIONAL ACHIEVEMENT**

Embed 'Clarity' practices  
Enhance teacher capability to plan, teach and assess  
Progress the Simple-View of Reading  
Targeted data analysis and moderation  
Implement V8 English, familiarise staff V9 Maths

**WELLBEING & ENGAGEMENT**

Enhance students' emotional literacy through SEL programs  
Develop staff understanding of trauma-informed practices  
Implement and coordinate tier 2 and 3 student support  
Enhance staff well-being through Needs Assessment response

**CULTURE & INCLUSION**

Further develop staff capability in differentiation  
Deepen staff understanding of the collaborative support model  
Promote and develop relationships across transitions  
 Showcase student success and school achievements

OUR  
TARGETS:

**EDUCATIONAL ACHIEVEMENT**  
• 100% of teachers have completed the Clarity Practices training  
• 90% of teachers have completed the Simple-View of Reading training  
• 100% of teachers have completed the Targeted data analysis and moderation training  
• 100% of staff have completed V8 English and V9 Maths training  
• 100% of students have completed SEL programs  
• 90% of staff have completed the Needs Assessment response training

**WELLBEING & ENGAGEMENT**  
• 100% of staff have completed the trauma-informed practices training  
• 100% of staff have completed the SEL programs training  
• 100% of students have completed the SEL programs  
• 90% of staff have completed the Needs Assessment response training

**CULTURE & INCLUSION**  
• 100% of staff have completed the differentiation training  
• 100% of staff have completed the collaborative support model training  
• 100% of staff have completed the relationships across transitions training  
• 100% of staff have completed the showcasing student success training



**ENGLISH**

Through the ANZAC theme, Students will:

- Compare different narrative texts to understand and explain how language features, and language patterns can be used to represent ideas, characters and events through different language features and images.
- Create, plan, draft and publish an ANZAC narrative action scene by choosing and experimenting with text structures and language features to elaborate on key ideas appropriate to a range of purposes and audiences.
- Focus on spelling and expanding their vocabulary to use figurative language.

**MATHEMATICS**

Across the Semester, students will:

- Describe rules used in sequences involving whole numbers, fractions and decimals and write correct number sentences using brackets and order of operations. Make connections between the powers of 10 and the multiplication and division of decimals.
- Interpret timetables and compare frequencies.
- Interpret and compare data displays including for two variables and interpret secondary data displayed in the media.
- Calculate common percentage discounts on sale items.
- Describe probabilities using simple fractions, decimals and percentages and solve problems involving the addition and subtraction of related fractions.
- Describe combinations of transformations and solve problems using the properties of angles.

**SCIENCE**

Across the Semester,

In Biological Sciences be taught but not assessed. Students will:

- Describe and predict the effect of environmental changes on individual living things by developing investigable questions and investigations into simple cause-and-effect relationships
- Students will be taught but not assessed in this unit.

In Earth and Space Sciences, students will:

- Explore how natural events cause rapid change to the Earth's surface, investigating the causes and effects of earthquakes, volcanoes, tsunamis and cyclones.
- Explain how scientific knowledge helps to solve problems and analyse relationships in data.

**HASS**

Students will:

- Examine the key figures, events and ideas that led to Australia's Federation and Constitution.
- Recognise the contribution of individuals and groups to the development of Australian society since Federation.
- Investigate the key institutions, people and processes of Australia's democratic and legal system.
- Locate, collect and interpret information from primary sources.
- Sequence events in time and events in individuals lives in chronological order.
- Present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.

**THE ARTS**

In Music, students will:

- Make and respond to music exploring the music-making of other cultures and the function of the ostinato in music. Students will learn basic two hand keyboard skills. They will also demonstrate how to accompany themselves singing whilst playing simple chords on the ukulele.

In Drama, students will be taught but not assessed. They will:

- Learn about the communicating aspects of a melodrama with dramatic action and elements.
- Work collaboratively in whole class and groups.
- Reflect on their own and the performances of their peers.

**HEALTH AND PE**

In Health, Students will:

- Investigate developmental changes and transitions as they transition to secondary school.
- Recognise the influence of emotions and factors that influence how people interact in new situations.

In PE, Students will:

- Develop the skills of Orienteering.

**HOME LEARNING**

- Mathletics and self-selected home reading.
- Cultural Identity Project
- Spelling, multiplication facts, optional activities.
- Home communication is through the Seesaw App.

**TECHNOLOGY**

Students completed their Technology unit in Semester 1.

**LOTE**

Students will:

- Explore shopping and traditional food and drink from Indonesia
- Learn how to exchange currency, adhere to traditional customs and exchange pleasantries socially.