



# Greenbank State School

## Creating a World of Difference – The Greenbank Way

### YEAR 6 CURRICULUM OVERVIEW – TERM 2 2024



AIP - 2024

CREATING A WORLD OF DIFFERENCE...  
**THE GREENBANK WAY**



**ASSESSMENT LITERATE LEARNERS**  
To a Connected World, and Digital Future

**EDUCATIONAL ACHIEVEMENT**  
Enhance teacher capability to plan, teach and assess  
Progress the curriculum through  
Targeted data analysis and moderation  
Involve all staff, families and staff

**WELLBEING & ENGAGEMENT**  
Enhance students' emotional literacy through SEL  
Develop staff understanding of trauma informed practices  
Implement and coordinate tier one and two student support  
Enhance staff wellbeing through needs Assessment response

**CULTURE & INCLUSION**  
Further develop staff capacity in differentiation  
Develop staff understanding of the collaborative support  
Promote and develop relationships across transition  
Celebrate student success and school achievements

**OUR TARGETS:**

1. Increase the number of students achieving...  
2. Increase the number of students achieving...  
3. Increase the number of students achieving...  
4. Increase the number of students achieving...  
5. Increase the number of students achieving...  
6. Increase the number of students achieving...  
7. Increase the number of students achieving...  
8. Increase the number of students achieving...  
9. Increase the number of students achieving...  
10. Increase the number of students achieving...

SCIENCE	MATHEMATICS	ENGLISH
<p>Students will be working with their class teachers and a specialist Science teacher. They will focus on developing investigable questions and investigate simple cause-and-effect relationships. Students will identify variables to be changed &amp; measured, identify and assess risks, make observations, accurately record data and develop explanations, suggesting improvements to improve investigations. They will also explore how scientific understanding solves problems that affect people's lives.</p> <p>In class, students will:</p> <ul style="list-style-type: none"> <li>In Physical Sciences: Analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity.</li> <li>Conduct an experiment to explain how scientific knowledge is used to assess energy sources.</li> </ul> <p>With the Science specialist they will:</p> <ul style="list-style-type: none"> <li>In Chemical Sciences: Investigate changes made to materials and how they are classified as reversible or irreversible.</li> </ul>	<p>Across the semester, students will:</p> <ul style="list-style-type: none"> <li>Solve questions, identifying and explaining how numbers can be prime, composite, square or triangular.</li> <li>Investigate how negative integers are used in everyday situations and find fractions of a quantity.</li> <li>Use different units of the metric system and connect related units with decimal representations.</li> <li>Add and subtract decimal numbers when finding perimeter, area, volume and capacity.</li> <li>Make connections between capacity and volume.</li> <li>Locate fractions and integers on a number line.</li> <li>Construct simple prisms and pyramids.</li> <li>Solve problems involving all four operations with whole numbers</li> </ul>	<p>Students will, using the stimulus of the "A Series of Unfortunate Events" novel:</p> <ul style="list-style-type: none"> <li>Interact with others, listen to and create spoken and multimodal texts.</li> <li>Share, develop, explain and elaborate on ideas about their shared novel study.</li> <li>Use and vary text structures and language features to organise, develop and link ideas.</li> <li>Read, view and comprehend different texts created to inform, influence and/or engage audiences.</li> <li>Identify how texts have similar and different text structures to reflect purpose.</li> <li>Create a persuasive book review on their shared novel study using text structures and varying paragraphs to organise, develop and link ideas.</li> <li>Use and vary language features including sentence structures, and literary devices, and/or multimodal features.</li> </ul>
HEALTH & PHYSICAL EDUCATION	THE ARTS	HASS
<p>Students will:</p> <ul style="list-style-type: none"> <li>In PE, engage in Athletics, learning the skills of high jump, sprints, long distance running and shot put, culminating in Athletics Day.</li> <li>Develop skills and fitness to compete in the School's Cross Country.</li> </ul>	<p>Inn Visual Arts, students will:</p> <ul style="list-style-type: none"> <li>Continue to investigate, plan, create and reflect on their clay sculpture with inspiration from other artists across other times and cultures to reflect their own personalities.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Describe, compare and explain the diverse characteristics of local and international places.</li> <li>Describe how trade and tourism create global interconnections.</li> </ul>
HOME LEARNING	TECHNOLOGY	LOTE
<ul style="list-style-type: none"> <li>Mathletics.</li> <li>Karawatha term project.</li> <li>Home communication will be through the SeeSaw app.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Study design materials to make decisions about why specific materials are used to create products that conduct electricity.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Be assessed and taught in LOTE in Semester 2.</li> </ul>