

Overview of Learning Areas

The following overview outlines a brief overview of what students will be learning over the coming weeks in each key learning area.

Learning Area	Brief Overview
<p>English</p>	<p><i>Unit 4: Letter to the future</i></p> <p>Students will be focusing on writing letters, which will represent the present time and place. These letters will be given to the year 6 class of 2059.</p> <p>Students should consider the following things in their letter writing:</p> <p>Facts</p> <ul style="list-style-type: none"> - Location description – what the area looks like - Technology devices that are used today - Current events happening in our area <p>Feelings & Thoughts</p> <ul style="list-style-type: none"> - Students describe their feelings towards current events, their routines and their belongings. <p>Letter Structure</p> <ul style="list-style-type: none"> - Students should use appropriate letter features <ul style="list-style-type: none"> o Heading (your name and address) o Date (When the letter was written) o Greeting (Dear, To, etc.) o Content (What you want to say) o Sign Off (From, sincerely, love from, yours truly & students name)
<p>Mathematics</p>	<p><i>Unit 3: Locating numbers and describing shape movements</i></p> <ul style="list-style-type: none"> - Positioning positive and negative numbers on a number line - Placing coordinates on a 4-way grid (Cartesian plane) - Use the words flip (reflect), slide (translation) & turn (rotate) to describe shape movements - Looking at turning (rotating) shapes 90°, 180°, 360° to the left and right
<p>Science</p>	<p><i>Unit 3: Explaining Changes to the Earth's Surface</i></p> <ul style="list-style-type: none"> - Exploring different natural disasters <ul style="list-style-type: none"> o Cyclones (Beaufort wind scales) o Volcanoes o Earthquakes - How natural disasters change the environments
<p>Humanities and Social Sciences</p>	<p><i>Unit 2: Global Citizens</i></p> <ul style="list-style-type: none"> - Look at rights and responsibilities of Aboriginal and Torres Strait Islander peoples - Order important events on a timeline - Comparing democracy and citizenship between now and the past

<p>Design Technologies</p>	<p><i>Unit 1: Food Specialisation</i></p> <ul style="list-style-type: none"> - Look at what a hygienic food environment looks like - Students will design their own work space
<p>Health</p>	<p><i>Unit 2: Let's all be Active</i></p> <ul style="list-style-type: none"> - Students will describe the importance of physical activity to health and wellbeing - Students will need to create their own physical activity
<p>Physical Education</p>	<p>In this unit, students will explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They will apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component.</p>
<p>Dance</p>	<p>Students will create and perform a dance that uses reflective symmetry. Students will make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.</p>
<p>Music</p>	<p>Students will extend their repertoire of rhythmic patterns to include syncopation and other rhythmic styles using body percussion and other untuned percussion that is available. They will explore the concept of 'loops' (patterns of repetition) in Music.</p>
<p>French</p>	<p>In this unit, students will understand the following topics:</p> <ul style="list-style-type: none"> - Salutations - Asking and replying how someone is feeling - Numbers - Asking someone's name and replying to the same question - Cities & Countries - Houses - Describing a family - In front, Behind, Beside, Under, On - French eating habits and table talk <ul style="list-style-type: none"> o Hobbies and sport o Telling time o Days and months o School diaries