



### ENGLISH

Students engage with a range of texts that provide a stimulus for persuasive responses, such as film and digital texts, novels, non-fiction or dramatic performances, and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own **vlog**.

Through texts, students explore ethical dilemmas or issues in real-world and imagined settings. They examine persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias and influence an audience.

**Spelling** - Students will cover Soundwaves units 20-29

**Reading** - Students will learn and consolidate strategies used to decode texts alongside strategies used for comprehension.

### THE ARTS

#### **Unit 3: Frame by Frame: Bringing Stories to Life with Stop Motion.**

This unit introduces students to the art of **stop-motion animation**, allowing them to create short films that tell engaging stories. They will explore media production techniques, camera work, and editing while developing teamwork, problem-solving, and storytelling skills.

\*Understanding animation principles (e.g., persistence of vision, frame rates)

Planning and designing a stop-motion animation project

\*Using digital tools to film, edit, and refine animations

\*Presenting and evaluating their final projects

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### MATHEMATICS

#### **Number**

\*solve practical addition and subtraction problems involving fractions with related denominators

\*use mathematical modelling to solve financial and other practical problems

\*solve arithmetic problems involving all 4 operations with decimals

#### **Space**

\*develop a range of written and digital means for representing objects and three dimensional spaces in two dimensions.

\*compare the parallel cross-sections of objects and recognise relationships to right prisms

#### **Measurement**

\*apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle

\*begin to formally use deductive reasoning in spatial contexts involving lines and angles

\*convert between common metric units of length, mass and capacity

### LOTE – AUSLAN

This term in Auslan, year 6 students will be extending their knowledge and signing skills. The unit covered will be 'Explore and Find'. They will create and present a range of informative and imaginative signed, visual and multimodal texts using a variety of modelled structures to sequence information and ideas along with the use of fingerspelling. Lessons will involve role play games, class discussions together, technology and movement.

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### SCIENCE

#### **Energy and Electricity**

In this unit students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students will explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They will identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.

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### HPE (Health & Physical Education)

#### **Health What Am I Drinking?**

Students investigate drink products like soft drinks, energy drinks, and juice. Focus on health effects and healthier alternative



#### **P.E. 'All Codes' Football**

Continuing to develop AFL-related skills and strategic gameplay in teams.

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### HASS (Humanities & Social Sciences)

#### **Australia's global connections**

In this unit, students will explore the following key inquiry question:

*\*What are Australia's global connections between people and places?*

*\*How do people's connections to places affect their perception of them?*

#### **Learning opportunities support students to:**

\*identify how Australia's connections with other countries change people and places

\*recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places

\*develop appropriate questions to frame an investigation

\*locate and collect useful information from primary and secondary sources

\*organise and represent data in a range of formats, using appropriate conventions

\*interpret data to identify patterns and trends, and to infer relationships

\*identify different points of view and solutions to an issue

\*reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal

\*present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, graphing, communication conventions and discipline-specific terms

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