

		Semester 1			Semester 2		
ENGLISH 8h/w	CURRICULUM KNOWLEDGE	<p>Imaginative focus: Power and Unity in a Short Story</p> <p>Texts: <i>Kooka's Lunch, The Sea Shell, Streets of Melbourne</i></p> <p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)</p> <p>Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)</p> <p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)</p>	<p>Information and Persuasive focus: News Reports in the media</p> <p>Texts: <i>Australian Savagery and Saving the Shark, Behind the News: Shark Fins</i>, technical reports on sharks</p> <p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)</p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)</p> <p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)</p> <p>Analyse strategies authors use to influence readers (ACELY1801)</p> <p>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)</p>	<p>Genre focus: Travel advertising</p> <p>Texts: <i>Arnhem Land</i> Advertisement and various magazine/online ads</p> <p>Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)</p> <p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)</p> <p>Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)</p>	<p>Imaginative: Character narrator voice</p> <p>Texts: <i>My Place, A Waltz for Matilda</i></p> <p>Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)</p> <p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)</p> <p>Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)</p> <p>Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)</p>	<p>Information and Persuasive focus: Text interpretation and argumentation</p> <p>Texts: <i>45 + 47 Stella Street, Don't Pat the Wombat</i></p> <p>Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)</p> <p>Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)</p>	<p>Genre focus: School Prospectus – what genre is this?</p> <p>Texts: School prospectus for Kenmore SHS and Indooroopilly SHS</p> <p>Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)</p> <p>Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELT1712)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)</p>
	KNOWLEDGE APPLICATION	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> <u>Preparing and reading</u> <ul style="list-style-type: none"> Engage and interpret literature Prepare and read whole text/ chapter <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use the same language patterns Write new setting, event or character <u>Joint Construction</u> <ul style="list-style-type: none"> Use well written narrative models to write a new short story 	<p>R2L Teaching Cycle: Factual /Persuasive</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Read source texts about issues Paragraph by paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise evaluative language patterns Analyse key paragraphs/ phrases from model arguments <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences <u>Rewriting</u> <ul style="list-style-type: none"> Practise spelling and writing <u>Joint Construction</u> <ul style="list-style-type: none"> Describe language patterns to analyse text Use stagina dn phasing of a review of analyse text 	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Engage with and interpret advertising <u>Detailed Reading</u> <ul style="list-style-type: none"> Analysis of text and visual elements <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences <u>Rewriting</u> <ul style="list-style-type: none"> Practise spelling and writing Use the same language patterns to write a new advertisement <u>Joint Construction</u> <ul style="list-style-type: none"> Create a new multi-modal advertisement for a specific audience and travel destination 	<p>R2L Teaching Cycle: Story</p> <ol style="list-style-type: none"> <u>Preparing and reading</u> <ul style="list-style-type: none"> Prepare and read whole Discuss themes and aesthetics <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise and comprehend patterns of literary language Highlight literary language patterns <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences Practise spelling and writing <u>Rewriting</u> <ul style="list-style-type: none"> Use the same language patterns to write a new event/ setting/ character <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct stages and phases of narrative to write a character narrator letter 	<p>Teaching Cycle: Persuasive</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Read source texts about issues Paragraph-by-paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Recognise evaluative language patterns using key paragraphs from the model arguments Highlight evaluative language patterns <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences <u>Rewriting</u> <ul style="list-style-type: none"> Practise spelling and writing <u>Joint Construction</u> <ul style="list-style-type: none"> Use same evaluative language patterns New issue and position <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct models of arguments 	<p>R2L Teaching Cycle: Factual/ Text Response</p> <ol style="list-style-type: none"> <u>Preparing and Reading</u> <ul style="list-style-type: none"> Learn field knowledge Paragraph-by-paragraph reading Highlight and discuss key information Make notes <u>Detailed Reading</u> <ul style="list-style-type: none"> Highlight key information from the text and discuss in depth <u>Intensive Strategies</u> <ul style="list-style-type: none"> Intensify the discussion of meanings and wordings Manipulate wordings to create meaningful sentences <u>Rewriting</u> <ul style="list-style-type: none"> Practise spelling and writing <u>Joint Construction</u> <ul style="list-style-type: none"> Write new sentences guided by the teacher <u>Joint Construction</u> <ul style="list-style-type: none"> Deconstruct stages and phases of text Use notes from paragraph-by-paragraph reading to organise information
	ASSESSMENT	<p>Summative assessment:</p> <ul style="list-style-type: none"> Written - Plan and write a short story with thematic power 	<p>Summative assessment:</p> <ul style="list-style-type: none"> Reading comprehension task – analysis of the bias in a news report and how it has been created Written – exposition, persuading a specific audience 	<p>Summative assessment (Sem 2 report):</p> <ul style="list-style-type: none"> Multi-modal - advertisement including vocal, visual and sound components 	<p>Summative assessment:</p> <ul style="list-style-type: none"> Written – a letter creating a new character narrator for a studied text Reading comprehension – using context to interpret unfamiliar settings/relationships 	<p>Summative Assessment:</p> <ul style="list-style-type: none"> Written – debate speech Spoken – debate performance 	<p>Formative assessment:</p> <ul style="list-style-type: none"> Written – school prospectus for Kenmore SS
	School Moderation	Cluster Moderation	School Moderation	School Moderation	Cluster Moderation		

Semester 1

Semester 2

ACHIEVEMENT STANDARD

Receptive modes (listening, reading and viewing)

By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

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		Term 1	Term 2	Term 3	Term 4
MATHEMATICS 5h/w CURRICULUM KNOWLEDGE SKILL DEVELOPMENT	KA	Plan the layout and costs for an area of the school grounds which is to be landscaped or turned into a playground area (take into account any budgetary and space constraints)	Using a 2D floor plan to create a modern house from 3D shapes, calculating the surface area to paint	Collect, explore and graph data about conserving resources, then make recommendations and reflect on your learning.	Plan the itinerary and costs for a class excursion or camp
		Unit 1 Number and place value: Identify and describe properties of prime and composite numbers, select and apply efficient mental and written strategies to problems involving all four operations. Fractions and decimals: Order and compare fractions with related denominations; calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions with the same or related denominators; find a simple fraction of a quantity; make connections between equivalent fractions, decimals and percentages. Data representation and interpretation: Revise different types of data displays; interpret data displays; investigate the similarities and differences between different data displays; identify the purpose and use of different displays and identify the difference between categorical and numerical data. Chance: Represent the probability of outcomes as fractions or decimal and conduct chance experiments. Using units of measurement: Solve problems involving the comparison of lengths and areas, and interpret and use timetables. Money and financial mathematics: Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.	Unit 2 Number and place value: Select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers; identify, describe and continue square and triangular numbers. Fractions and decimals: Apply mental and written strategies to add and subtract decimals; solve problems involving decimals; make generalisations about multiplying whole numbers and decimals by 10, 100 and 1000; apply mental and written strategies to multiply decimals by one-digit whole numbers; locate, order and compare fractions with related denominators and locate them on a number line. Shape: Problem solve and reason to create nets and construct models of simple prisms and pyramids. Geometric reasoning: Make generalisations about angles on a straight line, angles at a point and vertically opposite angles, and use these generalisations to find unknown angles. Patterns and algebra: Continue and create sequences involving whole numbers and decimals; describe the rule used to create these sequences; explore the use of order of operations to perform calculations. Using units of measurement: Make connections between volume and capacity.	Unit 3 Money and financial mathematics: Connect decimals, fractions and percentages; calculate percentages; calculate discounts of 10%, 25% and 50% on sale items. Location and transformation: Identify the four quadrants on a Cartesian plane; plot and read points in all four quadrants; describe combinations of translations, reflections and rotations. Number and place value: Identify and describe properties of prime, composite, square and triangular numbers; multiply and divide using written methods including a standard algorithm; solve problems involving all four operations with whole numbers; compare and order positive and negative integers. Using units of measurement: Connect decimals to the metric system; convert between units of measure; solve problems involving length and area; connect volume and capacity. Fractions and decimals: Add and subtract fractions with related denominators; calculate a fraction of a quantity; multiply and divide decimals by powers of 10; add and subtract decimals; divide numbers that result in decimal remainders; solve problems involving fractions and decimals. Patterns and algebra: Continue and create sequences involving whole numbers, fractions and decimals; describe the rule used to create the sequence and apply the order of operations to assist calculations.	Unit 4 Chance: Conduct chance experiments; record data in a frequency table; calculate relative frequency; write probability as a fraction, decimal or percent; explore the effect of large trials on results; compare observed and expected frequencies. Data representation and interpretation: Compare primary and secondary data; source secondary data; explore data displays in the media; identify how displays can be misleading. Number and place value, patterns and algebra: Write a rule to describe a pattern; apply the rule to find the value of unknown terms; solve integer problems; plot coordinates in all four quadrants; solve problems using the order of operations; solve multiplication and division problems using a written algorithm. Geometric reasoning: Measure angles; apply generalisations about angles on a straight line; angles at a point and vertically opposite angles; and apply in real-life contexts. Location and transformation: Apply translations, reflections and rotations to create symmetrical shapes. Fractions and decimals: Add, subtract and multiply decimals; divide decimals by whole numbers; calculate a fraction of a quantity and percentage discount; compare and evaluate shopping options.
		<ul style="list-style-type: none"> • Timetables (x2 – x10) • Factors • Multiples • Prime & composite numbers • Identifying, representing simple fractions, decimals, percentages • Add and subtract unit fractions, decimals • Equivalent fractions • Converting fractions, decimals, percentages • Classify categorical and numerical data • List possible outcomes • Representing probability using fractions • Read and represent 24 hour time • Perimeter of 2D shapes • Area of rectangles • Converting units of measurement (length) • Calculating discounts 	<ul style="list-style-type: none"> • Timetables (x2 – x10) • Identify and represent decimals • Place value (decimal numbers) • Equivalent fractions and decimals and percentages • Connect nets of 3D shapes to 3D objects and vice versa • Identify and classify angles • Order of operations • Generalisations – angles • Multiplying and dividing fractions and decimals 	<ul style="list-style-type: none"> • Timetables (x2 – x10) • Factors • Multiples • Prime & composite numbers • Square & triangular numbers • Calculate discounts • Best value for money problems • Cartesian plane – plotting points • Identify translation, rotation, reflection symmetry • Convert decimals to metric system • Find capacity • Find volume • Perimeter of 2D shapes • Area of rectangles • Add/subtract decimals • Equivalent fractions and decimals 	<ul style="list-style-type: none"> • List possible outcomes • Representing probability using fractions • Classify categorical and numerical data • Timetables (x2 – x10) • Factors • Multiples • Calculate discounts • Best value for money problems • Identify and represent decimals • Place value (decimal numbers) • Order decimals (ascending and descending order) • Order of operations

		Term 1	Term 2	Term 3	Term 4
MATHEMATICS 5h/w <small>ACHIEVEMENT STANDARD</small> <small>ASSESSMENT</small>	<small>ACHIEVEMENT STANDARD</small>	<p>By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals.</p> <p>Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. They interpret and compare a variety of data displays including those displays for two categorical variables. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. Students list and communicate probabilities using simple fractions, decimals and percentages.</p>	<p>Students solve problems involving all four operations with whole numbers. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They solve problems using the properties of angles. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. They write correct number sentences using brackets and order of operations. They construct simple prisms and pyramids.</p>	<p>By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. Students describe combinations of transformations. Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane.</p>	<p>By the end of Year 6, They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media.</p> <p>Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. Students list and communicate probabilities using simple fractions, decimals and percentages.</p>
	<small>ASSESSMENT</small>	<p>Data Decoder (summative) Students interpret, compare and analyse data displays to make reasoned decisions.</p> <p>Rodeo round-up (summative) Students interpret and use timetables and cost information to determine a travel schedule.</p> <p>Measurement Mathematical Guided Inquiry (formative) Students use simple strategies to reason and solve a measurement inquiry question.</p>	<p>Order of operations (summative) Students write and apply the correct use of brackets and order of operations in number sentences.</p> <p>Investigating angles (summative) Students solve problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point.</p> <p>Shape Mathematical Guided Inquiry (formative) Students use simple strategies to reason and solve a shape inquiry question.</p>	<p>Number properties and percentage discounts (summative) Students recognise the properties of prime, composite, square and triangular numbers; solve problems involving division and multiplication and calculate common percentage discounts on sale items. Students connect fractions, decimals and percentages as different representations of the same number.</p> <p>Integers, Cartesian plane and transformations (summative) Students describe the use of integers in everyday contexts, locate integers on a number line and locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.</p> <p>Fractions and decimals (summative) Students solve problems involving the addition and subtraction of related fractions. Students calculate simple fractions of a quantity and describe rules for sequences involving fractions and decimals. They perform calculations on decimals including multiplying and dividing by powers of 10.</p>	<p>Is the game "Dice difference" fair? (summative) Students write probabilities as fractions, decimals and percentages and compare observed and expected frequencies.</p> <p>Data and Measurement Mathematical Guided Inquiry (formative) Students use simple strategies to reason and solve a data and measurement inquiry question.</p>

Grade 5 and 6- Rotation A - STEM

		Semester 1	Term 3	Term 4
STEM 1.5 h/w	Science	<p>Exploring Energy- How can we live without electricity?</p> <p>Physical Science- Students investigate electrical circuits as a means of transferring and transforming electricity. Students 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 identify where scientific understanding and discoveries related to the production and use of electricity have, affected people’s lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability</p> <p>Excursion- Solar Buddy</p>	<p>Life On Earth- How can understanding science help us to make good decisions?</p> <p>Biological Science - Students explore the environmental conditions that affect the growth and survival of living things. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions.</p>	
	Assessment	<p>Tasks and activities for this unit will cover the following assessment tasks</p> <p>Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors</p> <p>Use and influence of science- investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions</p> <p>Planning and conducting- plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place</p> <p>- use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate</p> <p>Processing, modelling and analyzing- construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships</p> <p>Communicating- write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate</p> <p>Students engage in a community project with Kenmore Rotary and Solar Buddy to build solar lights for students in need.</p>	<p>Tasks and activities for this unit will cover the following assessment tasks</p> <p><i>Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions</i></p> <p>Use and influence of science- investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions</p> <p>Questioning and predicting- pose investigable questions to identify patterns and test relationships and make reasoned predictions</p> <p>Planning and conducting- plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place</p> <p>- use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate</p> <p>Processing, modelling and analyzing- construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships</p> <p>Evaluating- compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions</p> <p>Communicating- write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate</p>	
		<p>Assessment of student learning will be gathered from completing a STEM portfolio.</p>	<p>Assessment of student learning will be gathered from completing a STEM portfolio.</p>	
	Technology	<p>Design and Technologies - Hands off!</p> <p>Engineering principals and systems</p> <p>Students investigate how electrical energy can control movement, sound or light in a designed product or system. They design a solution to an environment’s security need and make an electrical device that is part of the solution.</p> <p>They examine the role of people in engineering technology occupations in developing solutions for current and future use.</p>	<p>Digital technologies – How is Data changing our world?</p> <p>Students explain how information systems meet needs. Students represent a variety of data types in digital systems. Students will investigate the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems</p>	
	Assessment	<p>Tasks and activities for this unit will cover the following assessment criteria</p> <p>Technologies and society- explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments</p> <p>Technologies context: Engineering principles and systems- explain how electrical energy can be transformed into movement, sound or light in a product or system</p> <p>Technologies context: Materials and technologies specialisations- explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions</p> <p>Investigating and defining- investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions</p> <p>Generating and designing- generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools</p> <p>Producing and implementing- select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions</p> <p>Evaluating- negotiate design criteria including sustainability to evaluate design ideas, processes and solutions</p> <p>Collaborating and managing- develop project plans that include consideration of resources to individually and collaboratively make designed solutions</p>	<p>Tasks and activities for this unit will cover the following assessment criteria</p> <p>Digital systems- investigate the main internal components of common digital systems and their function</p> <p>- examine how digital systems form networks to transmit data</p> <p>Data representation- explain how digital systems represent all data using numbers</p> <p>- explore how data can be represented by off and on states (zeros and ones in binary)</p> <p>Collaborating and managing- select and use appropriate digital tools effectively to create, locate and communicate content, applying common conventions</p> <p>Privacy and security- access multiple personal accounts using unique passphrases and explain the risks of password re-use</p> <p>- explain the creation and permanence of their digital footprint and consider privacy when collecting user data</p>	
	<p>Assessment of student learning will be gathered from completing a Design Technology portfolio.</p>	<p>Assessment of student learning will be gathered from completing a Digital Technology portfolio.</p>		

		Term 1	Term 2	Term 3	Term 4
HUMANITIES AND SOCIAL SCIENCES 2 h/w		Unit 1: Using sources to analyse impacts of events on social change Inquiry Question: How do historical events influence social change?		Unit 2: Connections between people, place and economy Inquiry question: How have ideas about using the environment and protecting the environment changed over time?	
	CURRICULUM KNOWLEDGE	<ul style="list-style-type: none"> Explore historical events and impacts on society (colonisation and impact on First Nations people, Gold rush and Asian migrants, WW2 and impact on women's social roles, repeal of White Australia policy and multiculturalism) Interpreting sources and analysing different perspectives Anlysing primary and secondary sources and summarise findings Posing of inquiry questions Creating timelines Selecting primary and secondary sources to frame an investigation 		<ul style="list-style-type: none"> Using the environment and protecting the environment has changed over time. Explore the difference between industrialised economies Understand impacts of bushfires Reding geographical and economic information on maps, tables and graphs. Sort information sets into tables Present information in maps and graphs Compare case studies in natural disasters and response Analyse different perspectives Investigate and present information on world bushfires using maps, tables and graphs. Posing of inquiry research questions 	
	ACHIEVEMENT STANDARD	By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They compare the experiences of different people in the past... Students explain the importance of people, institutions, and processes to Australia's democracy and legal system. They describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens... They explain different views on how to respond to an issue or challenge. Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions. Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines....They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.		By the end of Year 6, students explain the significance of an event/development, an individual and/or group... Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. They describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time... Students recognise why choices about the allocation of resources involve trade-offs. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge. Students develop appropriate questions to frame an investigation.... They interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions... They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.	
	ASSESSMENT	Assessment tasks: <ul style="list-style-type: none"> Stimulus activities reading and analysing sources from historical events Research Project/ field study – representing change in Australia using sources of information 		Assessment tasks: <ul style="list-style-type: none"> Stimulus activities investigating bushfire management over time. Research project/ field study – allocating resources for land management/ responses to natural disasters 	
THE ARTS 1h/w (plus 30 m Music)	CURRICULUM KNOWLEDGE	Visual Arts - U2: Say it with art In this unit, students explore recontextualisation of objects and non-traditional art materials to communicate ideas. Students will: <ul style="list-style-type: none"> explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal and Torres Strait Islander Peoples and Asian artists and consider this in the development of their own artworks experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context compare recontextualisation of readymades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern. 		Media Arts – U2: Documentary – what’s the story In this unit, students create a documentary style film to tell the personal story of someone known to them or researched. Students will: <ul style="list-style-type: none"> explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of culture, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	
		Summative Assessment: Assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> explain how ideas are represented in artworks they view describe the influences of artworks and practices from different cultures, times and places on their art making use visual conventions and visual arts practices to express a personal view in their artworks demonstrate different techniques and processes in planning and making artworks describe how the display of artworks enhances meaning for an audience. 		Summative Assessment: Assessment will gather evidence of the student’s ability to: <ul style="list-style-type: none"> explain how points of view, ideas and stories are shaped and portrayed in media artworks they make and share explain how points of view, ideas and stories are shaped and portrayed in media artworks they view explain the purposes and audiences for media artworks made in different cultures, times and places work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movements and lighting. 	
	Plus 30 m min	Music Sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences. Use rhythm, pitch and form symbols and terminology to compose and perform music. Explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. Describe how their music making is influenced by music and performances from different cultures, times and places.		Music Sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences. Use rhythm, pitch and form symbols and terminology to compose and perform music. Explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. Describe how their music making is influenced by music and performances from different cultures, times and places.	
		Formative assessment only	Assessment: Student solo with an instrument accompaniment.	Formative assessment only	Assessment: Group creation of a sound piece

		Term 1	Term 2	Term 3	Term 4
HEALTH AND PHYSICAL EDUCATION 2h/w	Physical Education	<p>Swimming Unit 1</p> <p>Aquathon</p> <p>Cross Country Carnival Preparation</p>	<p>Athletics:</p> <p>Athletic Development & Technique</p> <p>Athletics Carnival Preparations</p>	<p>Go Go Golf</p>	<p>Swimming Unit 2</p> <p>“Junior Life Saving Unit”</p> <p>Swimming Carnival Preparation</p>
	ACHIEVEMENT STANDARD	<p>They perform specialised movement skills and sequences in relation to swimming and water activity such as Freestyle, Backstroke, Breaststroke Survival stroke. They will be able to propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>	<p>They perform specialised movement skills and sequences in relation to athletics such as Sprinting, Long Jump, High Jump, Shot Putt/Throwing. They will be able to propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>	<p>They perform specialised movement skills and sequences in relation to golf such striking and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges such as effective generation of power, accuracy, sequence of body movement and consistency. They apply the elements of movement when composing and performing movement sequences.</p>	<p>They perform specialised movement skills and sequences in relation to swimming and water activity such as Freestyle, Backstroke, Breaststroke Survival stroke. They will be able to and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p> <p>They perform specialised movement skills and sequences in relation to water safety and water rescue such as throw & reach rescue, contact tow & water survival skills. They will be able to and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>
	Assessment	<p>Assessment: Observations/Checklists</p>	<p>Assessment: Observations/Checklists</p>	<p>Assessment: Observations/Checklists</p>	<p>Assessment: Observation/Checklist</p> <p>Scenario- Rescue Preparation & Execution</p> <p>YEAR 6: Peer Analysis/Evaluation and Presentation</p>
	Health	<p>Health: Who influences me?</p> <p>Students explore how important people in their lives and the media can influence health behaviour. Students examine how membership of different groups and personal qualities shape identity. Students examine influences on health behaviour and construct a health message for their peers.</p> <ul style="list-style-type: none"> investigate membership of groups explore how personal qualities shape identity examine how personal identity changes over time understand the meaning of the terms celebrity, hero and role model investigate the influence of celebrities, heroes and role models on identity investigate the use and influence of high profile people as health messengers explore different influences on personal choices reflect on how influences on their choices have changed over time consider the influence they have on the health choices of others 	<p>Health: Let’s all be active</p> <p>Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p> <ul style="list-style-type: none"> review their physical activity choices and reasons for participation. explore different physical activities including those from Aboriginal and Torres Strait Islander people’s and Asian cultures. discuss selected findings about physical activity participation for young Australians. determine methods to gather and record information on physical activity participation. discuss how food choices support participation in physical activity. identify the benefits of participating in physical activity for all the dimensions of health. consider factors that contribute to the creation of a physical activity. 	<p>Health: What am I drinking?</p> <p>Students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.</p> <ul style="list-style-type: none"> understand how drink choices affect health and wellbeing examine drink labels and consider drink alternatives understand how preventative health practices contribute to promoting and maintaining health, safety and wellbeing apply preventative health strategies to promote and maintain the health, safety and wellbeing of individuals and their communities. 	<p>Health: Transitioning</p> <p>Students explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p> <ul style="list-style-type: none"> explore the feelings and emotions associated with new situations and coping with change discuss the knowledge and skills that help people adapt to new situations reflect on the way they adapt to change examine how communication skills support positive relationships explore the similarities and differences between primary and secondary school examine how students experience diversity during their transition to secondary school discuss how diversity has positive influences on individuals and communities.
		<p>By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.</p>	<p>By the end of Year 6, they describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p>	<p>By the end of Year 6, they access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing.</p>	<p>By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact.</p>
	<p>Observations and checklist</p>	<p>Observations and checklist</p>	<p>Observations and checklist</p>	<p>Observations and checklist</p>	

		Term 1	Term 2	Term 3	Term 4
LANGUAGES 1.5h/w		<p>Unit 5: My interests</p> <p>In this unit, students explore concepts relating to interests, activities and personality types. Students learn about popular free time opportunities in German and reflect on similarities and differences between countries.</p>	<p>Unit 6: Character</p> <p>In this unit, students explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in German-speaking cultures and Australia. They reflect on what makes their role model special to them and communicate that in German through various text types.</p>	<p>Unit 7: Fitness & Football</p> <p>In this unit, students will explore the language of fitness and World Cup Soccer.</p>	<p>Unit 8: My School</p> <p>In this unit, students explore the concept of school life in German-speaking communities and Australia. Students talk about aspects of school that they like and don't like.</p>
	ACHIEVEMENT STANDARD	<p>Students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken language to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English.</p> <p>Students apply rules for pronunciation and intonation. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>	<p>Students create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for spelling and punctuation, and modelled structures, when creating and responding in German. They compare language structures and features in German and English, using some metalanguage.</p>	<p>Students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in German or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p>	<p>Students initiate and use strategies to maintain interactions in German language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and use conventions appropriate to text type.</p> <p>Students apply rules for pronunciation and intonation, spelling and punctuation, and modelled structures, when creating and responding in German. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity.</p>
	ASSESSMENT	<p>Students create a bilingual language learning tool. They discuss personal interests in a conversation with a partner, and reflect on cultural norms around the concept of young people's interests in Germany.</p>	<p>Students create two types of imaginative text – a description and an 'Elevensie' poem - using a range of expressive vocabulary and applying the conventions of the text types. They reflect on which text they prefer and why.</p>	<p>Collection of work: planning, presenting, locating and processing information</p> <p>Students produce a short fitness routine for a specified audience. Students locate, collate and process the language of World Cup Soccer in Germany.</p>	<p>Collection of work: speaking and writing</p> <p>Students create an informative and expressive multi-modal presentation to introduce Kenmore SS to an imagined German-speaking audience.</p>