**Year 6 2025 Curriculum & Assessment Plan ENGLISH**

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|  | **Achievement Standard** | By the end of Year 6, students interact with others, and listen to and create spoken and/or multimodal texts including literary texts. For particular purposes and audiences, they share, develop, explain and elaborate on ideas from topics or texts. They use and vary text structures to organise, develop and link ideas. They use and vary language features including topic-specific vocabulary and literary devices, and/or multimodal features and features of voice.  They read, view and comprehend different texts created to inform, influence and/or engage audiences. They identify similarities and differences in how ideas are presented and developed including through characters, settings and/or events, and how texts reflect contexts. They identify how texts have similar and different text structures to reflect purpose. They explain how language features including literary devices, and visual features influence audiences.  They create written and/or multimodal texts, including literary texts, for particular purposes and audiences, developing, explaining and elaborating on relevant ideas from topics or texts. They use text structures and vary paragraphs to organise, develop and link ideas. They use and vary language features including sentence structures, topic-specific vocabulary and literary devices, and/or multimodal features. They spell using phonic, morphemic and grammatical knowledge. | | | | | |
| **ENGLISH 8h/w** | **CURRICULUM KNOWLEDGE** | **Semester One** | | | **Semester Two** | | |
| **Imaginative focus: Power and Unity in a Short Story**  Texts: *Kooka’s Lunch,* *The Sea Shell, Streets of Melbourne*  explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features  AC9E6LA03  understand that cohesion can be created by the intentional use of repetition, and the use of word associations AC9E6LA04  create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices  AC9E6LE05  plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features  AC9E6LY06 | **Information and Persuasive focus: News Reports in the media**  Texts: *Australian Savagery and Saving the Shark, Behind the News: Shark Fins,* technical reports on sharks  use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05  identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07  examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created AC9E6LY01  understand the uses of objective and subjective language, and identify bias  AC9E6LA02 | **Genre focus: Travel advertising**  Texts: *Arnhem Land* Advertisement and various magazine/online ads  identify authors’ use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole AC9E6LA08  examine texts including media texts that represent ideas and events, and identify how they reflect the context in which they were created AC9E6LY01  plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07 | **Imaginative: Character narrator voice**  Texts: *My Place, A Waltz for Matilda*  explain how texts across the curriculum are typically organised into characteristic stages and phases depending on purposes, recognising how authors often adapt text structures and language features AC9E6LA03  plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features  AC9E6LY06  create and edit literary texts that adapt plot structure, characters, settings and/or ideas from texts students have experienced, and experiment with literary devices  AC9E6LE05  use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources AC9E6LY05 | **Information and Persuasive focus: Text interpretation and argumentation**  Texts: *45 + 47 Stella Street,* *Don’t Pat the Wombat*  plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07  understand the uses of objective and subjective language, and identify bias  AC9E6LA02  identify and explain characteristics that define an author's individual style AC9E6LE03  use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02 | **Genre focus: School Prospectus – what genre is this?**  Texts: School prospectus for Kenmore SHS and Indooroopilly SHS  analyse how text structures and language features work together to meet the purpose of a text, and engage and influence audiences  AC9E6LY03  select, navigate and read texts for a range of purposes, monitoring meaning and evaluating the use of structural features; for example, table of contents, glossary, chapters, headings and subheadings AC9E6LY04  plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06 |
| **KNOWLEDGE APPLICATION** | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Engage and interpret literature * Prepare and read whole text/ chapter  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns * Write new setting, event or character  1. Joint Construction  * Use well written narrative models to write a new short story | **R2L Teaching Cycle: Factual /Persuasive**   1. Preparing and Reading  * Read source texts about issues * Paragraph by paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Recognise evaluative language patterns * Analyse key paragraphs/ phrases from model arguments  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Describe language patterns to analyse text  1. Joint Construction  * Use stagina dn phasing of a review of analyse text | **R2L Teaching Cycle: Story**   1. Preparing and Reading  * Enage with and interpret advertising  1. Detailed Reading  * Analysis of text and visual elements  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns to write a new advertisment  1. Joint Construction  * Create a new multi-modal advertisement for a specific audience and travel destination | **R2L Teaching Cycle: Story**   1. Preparing and reading  * Prepare and read whole * Discuss themes and aesthetics  1. Detailed Reading  * Recognise and comprehend patterns of literary language * Highlight literary language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use the same language patterns to write a a new event/ setting/ character  1. Joint Construction   Deconstruct stages and phases of narrative to write a character narrator letter | **Teaching Cycle: Persuasive**   1. Preparing and Reading  * Read source texts about issues * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Recognise evaluative language patterns using key paragraphs from the model arguments * Highlight evaluative language patterns  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Use same evaluative language patterns * New issue and position  1. Joint Construction  * Deconstruct models of arguments | **R2L Teaching Cycle: Factual/ Text Response**   1. Preparing and Reading  * Learn field knowledge * Paragraph-by-paragraph reading * Highlight and discuss key information * Make notes  1. Detailed Reading  * Highlight key information from the text and discuss in depth  1. Intensive Strategies  * Intensify the discussion of meanings and wordings * Manipulate wordings to create meaningful sentences * Practise spelling and writing  1. Rewriting  * Make notes * Write new sentences guided by the teacher  1. Joint Construction  * Deconstruct stages and phases of text * Use notes from paragraph-by-paragraph reading to organise information |
| **ASSESSMENT** | **Summative assessment:**   * Written - Plan and write a short story with thematic power | **Summative assessment:**   * Reading comprehension task – analysis of the bias in a news report and how it has been created * Written – exposition, persuading a specific audience | **Summative assessment (Sem 2 report):**   * Multi-modal - advertisment including vocal, visual and sound components | **Summative assessment:**   * Written – a letter creating a new character narrator for a studied text * Reading comprehension – using context to interpret unfamiliar settings/relationships | **Summative Assessment:**   * Written – debate speech * Spoken – debate performance | **Formative assessment:**   * Written – school prospectus for Kenmore SS |
|  | **School Moderation** | **Cluster Moderation** | **School Moderation** | **School Moderation** | **Cluster Moderation** |  |

**MATHS**

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|  | **Achievement Standard** | By the end of Year 6, students use integers to represent points on a number line and in the Cartesian plane. They solve problems using the properties of prime, composite and square numbers. Students order common fractions, giving reasons, and add and subtract fractions with related denominators. They use all 4 operations with decimals and connect decimal representations of measurements to the metric system. Students solve problems involving finding a fraction, decimal or percentage of a quantity and use estimation to find approximate solutions to problems involving rational numbers and percentages. They use mathematical modelling to solve financial and other practical problems involving percentages and rational numbers, formulating and solving the problem, and justifying choices. Students find unknown values in numerical equations involving combinations of arithmetic operations. They identify and explain rules used to create growing patterns. Students create and use algorithms to generate sets of numbers, using a rule.  They interpret and use timetables. Students convert between common units of length, mass and capacity. They use the formula for the area of a rectangle and angle properties to solve problems. Students identify the parallel cross-section for right prisms. They create tessellating patterns using combinations of transformations. Students locate an ordered pair in any one of the 4 quadrants on the Cartesian plane.  They compare distributions of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigations, using digital tools. Students critique arguments presented in the media based on statistics. They assign probabilities using common fractions, decimal and percentages. Students conduct simulations using digital tools, to generate and record the outcomes from many trials of a chance experiment. They compare observed frequencies to the expected frequencies of the outcomes of chance experiments. | | | |
| **MATHEMATICS 5h/w** |  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Unit One**  **Number, Space, Statistics** | **Unit Two**  **Number, Algebra, Measurement** | **Unit Three**  **Number, Space, Measurement** | **Unit Four**  **Number, Algebra, Probability** |
| **CURRICULUM KNOWLEDGE** | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * expand the repertoire of numbers to include rational numbers and the use of integers in practical contexts such as locating points in the four quadrants of a Cartesian plane * build fluency of understanding to solve arithmetic problems involving all four operations with natural numbers * use combinations of transformations to create tessellating patterns * conduct a statistical investigation to determine the mode and range of data, discuss the shape of distributions and communicate findings | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * solve arithmetic problems involving all four operations with natural numbers of any size * extend knowledge of factors and multiples to understand the properties of prime, composite and square numbers to solve problems efficiently * use mathematical modelling to solve financial problems, choosing models, representations and calculation strategies and justify solutions * use timetables of daily activities to solve practical problems * find unknown values in numerical equations involving and combinations of arithmetic operations. | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * solve practical problems using addition and subtraction of fractions with related denominators * solve arithmetic problems involving all four operations with decimals * use mathematical modelling to solve practical problems, choosing models, representations and calculation strategies, and justify solutions * use physical materials to compare the parallel cross-sections of familiar objects including right prisms * apply an understanding of area and use multiplicative thinking to establish the formula for the area of a rectangle * convert between common metric units of length, mass and capacity (for example: metres and centimetres) * begin to formally use deductive reasoning in spatial contexts involving lines and angles. | Students further develop proficiency and positive dispositions towards mathematics and its use as they:   * solve problems involving fractions, decimals and percentages of a quantity, including percentage discounts and choosing efficient calculation strategies using digital tools where appropriate * recognise and use rules that generate growing patterns and number patterns involving natural numbers and rational numbers * apply computational thinking to develop algorithms that use rules to generate numbers, such as to find unknown values in patterns * recognise that probabilities of an event can be described and compared numerically * observe and compare long-run frequencies in repeated chance experiments and simulations. |
| **SKILL DEVELOPMENT** | * Timestables (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 | * Timestables (x2 – x10) * Identify and represent decimals * Place value (decimal numbers) * Equivalent fractions and decimals and perecentages * Connect nets of 3D shapes to 3D objects and vice versa * Identify and classify angles * Order of operations * Multiplying and dividng fractions and deicmals * Read and represent 24 hour time * Factors * Multiples * Prime & composite numbers * Square & triangular numbers * Calcualte discounts * Best value for money problems | * Timestables (x2 – x10) * 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 Area of rectangles * Converting units of measurement (length) Perimeter of 2D shapes * Generalisations – angles | * List possible outcomes * Representing probability using fractions * Classify categorical and numerical data * Timestables (x2 – x10) * Factors * Multiples * Calcualte discounts * Best value for money problems * Identify and represent decimals * Place value (decimal numbers) * Order decimals (ascending and descending order) * Order of operations |
| **ASSESSMENT** | **SUMMATIVE ASSESSMENT**  **Assessment Task 1 – Number & Space**   * Use integers to represent points on a numberline and in the Cartesian plane. * Locate an ordered pair in any one of the 4 quadrants on the Caretisan plane. * Create tessellating patterns using combinations of transformations.   **Assessment Task 2 – Statistical Investigation**   * Compare distribution of discrete and continuous numerical and ordinal categorical data sets as part of their statistical investigation, using digital tools. * Critique arguments presented in the media based on statistics. | **SUMMATIVE ASSESSMENT**  **Assessment Task 1 – Interpreting an Using Timetables**   * To interpret and plan an itinerary.   **Assessment Task 2 – Number and Algebra**   * Find unknowns involving order of operations and solve the problems using the properties of prime, composite and square numbers. To use mathematical modelling to create a budget for a class event. | **SUMMATIVE ASSESSMENT**  **Assessment Task 1 -Number**   * Using mathematical modelling to solve a practical problem involving percentages and rational numbers.   **Assessment Task 2 -Measurement & Space**   * Adding and subtracting fractions, converting units of measurement and solving angle propblems. | **SUMMATIVE ASSESSMENT**  **Assessment Task 1- Number**   * Using patterns and rules to solve problems using fractions, decimals and percentages.   **Assessment Task 2 – Probability**   * Assigning probabilities, conducting repeated chance experiments and running simulations, and comparing fractions. |

**Grade 5 and 6- Rotation B – STEM**

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|  | **Year Level Description** | In rotation A of the senior STEM program students will continue to explore the relationship between physical conditions of habitats and the growth and survival of living things by investigating how features of living things enable them to survive in their habitat. They begin to appreciate the role of controlling variables in fair testing and the value of accuracy in measurements. They develop explanations for the patterns they observe and recognise the importance of reflecting on their methods to identify potential sources of error before drawing conclusions. They identify and classify components in electrical circuits and learn to describe energy flows in terms of transfer and transformation. They explore observable phenomena associated with electricity as they generalise about relationships between events, phenomena and systems and use identified patterns, trends and relationships to develop scientific explanations and draw reasoned conclusions.  Through Design and Technologies students experience designing and producing products, services and environments that are used in the home, local, national, regional or global communities, with consideration of society, ethics, and social and environmental sustainability factors. Students consider why and for whom technologies were developed. They engage with ideas beyond the familiar, exploring how design and technologies and the people working in technologies occupations contribute to society. They seek to explore innovation and establish their own design capabilities for designing products, services and environments. Using a range of technologies to communicate, students represent objects and ideas in a variety of forms to illustrate the development of designed solutions. Students work individually and collaboratively to identify and sequence steps needed for a design task, including negotiating criteria for success. They develop and follow plans to complete design tasks safely, adjusting when necessary. Students identify and maintain safety standards and practices when making designed solutions.  Through Digital technologies students apply systems thinking when investigating the functions and purpose of each component in a digital system and their interactions with others. They examine how data is broken up and sent through networks. Through frequent practice when completing tasks and projects, will develop competence and confidence in creating content that applies agreed conventions, to explore different ways of working collaboratively, agreeing on how tasks should be allocated and content shared. Students explain how their personal data forms their permanent digital footprint. | | | |
| **STEM 1.5 h/w** | **Science**  **SCIENCE**  **Curriculum Knowledge** | **Semester 1** | | **Semester 2** | |
| **How can we live without electricity?** | **Hands off!** | **How can understanding science help us to make good decisions?** | **How are digital systems changing our world?** |
| **Physical Science**- **Exploring Energy-**  Electricity is very much a part of our daily lives. But global issues of climate change and renewable energies are impacting significanly on the production, use and cost of electrcitiy that has led scientists to find alternatives to the use of fossil fuels in creating electricity for use. This unit will investigate electrical circuits as a means of transferring and transforming electricity. 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. They will evaluate personal and community decisions related to use of different energy sources and their sustainability.  **Excursion- Solar Buddy** | **Design and Technologies** - **Engineering principals and systems**  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.  They examine the role of people in engineering technology occupations in developing solutions for current and future use.  (Science Unit – Energy and electricity) | **Biological Science** – **Life On Earth-**  What does it mean to be alive? Where do living things like to live? What helps living things survive and thrive? Students explore the environmental conditions that affect the growth and survival of living things. With the use of many inquiry skills students will make predictations, record observations to collect evidence to test their own explanations of what they think is happening, as they develop an understanding of interdependencies between physical conditions of habitats and the growth and survival of living things. Students will investigate how scientific knowledge is used by individuals to identify problems, consider responses and make decisions. | **Digital technologies** – **How are digital systems changing our world?**  Digital technologies have already altered the world in which we live. Globally, we are more connected than ever before. Our personal digital footprint makes available increasing amounts of data about ourselves and the lives of others, all the while raising questions about our privacy, security and identity.  In this unit, students apply systems thinking when investigating the functions and purpose of each component in a digital system and their interactions with others in meeting needs. Students examine the importance of protecting data stored in their personal accounts to explain how their personal data forms their permanent digital footprint. They evaluate their own digital footprint, considering the impact of their online choices to explain how their digital footprint impacts them and their community. |
| **Assessment** | Tasks and activities for this unit will cover the following assessment tasks  **Physical Science**- Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors  **Use and influence of science**- investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions  **Science Inquiry-** Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others’ methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings.  Students engage in a community project with Kenmore Rotary and Solar Buddy to buld solar lights for students in need. | Tasks and activities for this unit will cover the following assessment criteria  **Technologies and society**- explain how people in design and technologies occupations consider competing factors including sustainability in the design of products, services and environments  **Technologies context: Engineering principles and systems**- explain how electrical energy can be transformed into movement, sound or light in a product or system  **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  **Processsing and Production skills-** Students select and justify design ideas and solutions against design criteria that include sustainability. They communicate design ideas to an audience using technical terms and graphical representation techniques. Students develop project plans, including production processes, and select technologies and techniques to safely produce designed solutions. | Tasks and activities for this unit will cover the following assessment tasks  **Biological Science**— examine how particular structural features and behaviours of living things enable their survival in specific habitats  -investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions  **Use and influence of science-** investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions  **Science Inquiry-** Students plan safe, repeatable investigations to identify patterns and test relationships and make reasoned predictions. They describe risks associated with investigations and key intercultural considerations when planning field work. They identify variables to be changed, measured and controlled. They use equipment to generate and record data with appropriate precision. They construct representations to organise and process data and information and describe patterns, trends and relationships. They identify possible sources of error in their own and others’ methods and findings, pose questions for further investigation and select evidence to support reasoned conclusions. They select and use language features effectively for their purpose and audience when communicating their ideas and findings. | Tasks and activities for this unit will cover the following assessment criteria  **Digital systems**- investigate the main internal components of common digital systems and their function   * examine how digital systems form networks to transmit data   **Processes and production skills-** They securely access and use multiple digital systems and describe their components and how they interact to process and transmit data. Students select and use appropriate digital tools effectively to plan, create, locate and share content, and to collaborate, applying agreed conventions and behaviours.  **Privacy and security- explain the creation and permanence of their digital footprint and consider privacy when collecting user data** |
| *Assessment of student learning will be gathered from completing a STEM portfolio.* | ***Assessment of student learning will be gathered from completing a STEM portfolio.*** | *Assessment of student learning will be gathered from completing a STEM portfolio.* | ***Assessment of student learning will be gathered from completing a STEM portfolio.*** |

**Year 6 Curriculum & Assessment Plan HASS and The Arts**

| **Term 1** | **Term 2** | | | **Term 3** | | **Term 4** |
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| **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?** | | **What is the relationship between environments and my role as a consumer?** | * **How do places, people and cultures differ across the world?** | | * **What are Australia's global connections between people and places?** * **How do people's connections to places affect their perception of them?** | |
| **CURRICULUM KNOWLEDGE** | * Explore historical events and impacts on society (colonisation and impact on First Nations people) * Interpreting sources and analysing different perspectives * Anlaysing primary and secondary sources and summarise findings * Posing of inquiry questions * Creating timelines * Selecting primary and secondary sources to frame an investigation | | Australian communities of the future  In this unit, students will investigate:   * a familiar personal or community economics or business issue they may experience in their everyday life * how to distinguish between needs and wants, and recognise why choices need to be made about how limited resources are used * how different types of resources are used by societies to satisfy needs and wants of present and future generations * how a variety of factors influence consumer choices, and that different strategies can be used to help make informed personal consumer and financial choices. | **Australia in a diverse world**  In this unit, students will investigate:  the characteristics of places in Europe and North America and the location of their major countries in relation to Australia  the human and environmental factors that influence the characteristics of places and the interconnections between people and environments  the impact of human actions on the environmental characteristics of places in two countries in Europe and North America  how to complete maps using cartographic conventions  the language used to describe the relative location of places at a national scale  how to represent and interpret data to identify simple patterns, trends, spatial distribution, infer relationships and draw conclusions. | | Managing Australian Communities  In this unit, students will investigate:   * how places are affected by the interconnection between people, places and environments * the influence of people on the human characteristics of places, including how the use of space within a place is organised * how laws impact on the lives of people in the present * the ways of living of Aboriginal peoples and Torres Strait Islander peoples, particularly in relation to land and resource management * environmental challenges in the form of natural hazards * ways in which people respond to a geographical challenge and the possible effects of actions. | |
| **ACHIEVEMENT STANDARD** | By the end of Year 6, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. Students develop questions for an investigation. They locate and collect data and information from a range of sources to answer inquiry questions. They examine sources to determine their purpose and to identify different viewpoints.. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines.. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. | | By the end of Year 6, students , recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers and identify strategies that can be used to inform these choices. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions.  By the end of Year 5, students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same. They describe the experiences of different people in the past. | By the end of Year 6, students describe the causes and effects of change on society. 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. | | By the end of Year 6, students describe the causes and effects of change on society. They compare the experiences of different people in the past. Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales. 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. 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. | |
| **ASSESSMENT** | **Assessment tasks: Reasearch project**   * + Stimulus activities reading and analysing sources from historical events   + Research Project/ field study – representing change in Australia using sources of information | | **Assessment: Research project**   * To explain how people in communities make decisions about the use of resources to meet their needs and wants. | **Assessment Task:**  Students demonstrate an understanding of the diversity of places by representing, interpreting and describing data and information about the characteristics of places | | **Assessment Task:**  Students conduct an inquiry to answer the question: How does tourism at the Great Barrier Reef affect people and places? | |

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| **THE ARTS 1h/w (plus 30 m Music)** | **CURRICULUM KNOWLEDGE** | **Visual Arts - U2: Say it with art**  In this unit, students explore recontexualisation of objects and non-traditional art materials to communicate ideas.  Students will:   * 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:   * 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:   * 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:   * 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 |

**YR 6 Curriculum & Assessment Plan HEALTH AND PHYSICAL EDUCATION**

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| **HEALTH AND PHYSICAL EDUCATION 2h/w** | **Acjievement Standard** | 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. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.  Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences 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. | | | |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Physical Education** | **Swimming**: Stroke Technique/Development  Jnr Lifesaving  Aquathon  Cross Country Carnival Preparation | **Athletics:**  **Athletic Development & Technique**  **Athletics Carnival Preparations** | **Cricket** | **Swimming: Stroke Technique/Development**  **Swimming Carnival Preparation** |
| **ACHIEVEMENT STANDARD** | They perform specialised movement skills and sequences in relation to swimming and water activity such as ***Freestyle, Backstroke, Breastroke 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.  They perform specialised movement skills and sequences in relation to water safety and water rescue such as ***throw & reach rescue, contact tow, scenarios analysis & 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. | 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. | 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. | They perform specialised movement skills and sequences in relation to swimming and water activity such as ***Freestyle, Backstroke, Breastroke 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. |
|  | **Assessment: Observations/Checklists**  **Swimming Criteria Sheet**  **Scenario- Analysis**  **Rescue Execution**  **Working With Others/Rules - Checklist** | **Assessment: Observations/Checklists**  **Athletics Criteria Sheet** | **Assessment: Observations/Checklists**  **Cricket – Criteria Sheet** | **Assessment: Observations/Checklists**  **Swimming Criteria Sheet**  **Working With Others/Rules - Checklist** |
| **Health** | Health: Who influences me?  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.   * 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 | Health: Let’s all be active  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.   * 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. | Health: What am I drinking?  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.   * 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. | Health: Transitioning  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.   * 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. |
| 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. | 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. | 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. | 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. |
| **Observations and checklist** | **Observations and checklist** | **Observations and checklist** | **Observations and checklist** |

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|  |  | | **Term 1** | **Term 2** | **Term 3** | **Term 4** | | --- | --- | --- | --- | | | **Term 2** | **Term 2** | **Term 3** | **Term 4** | | --- | --- | --- | --- | | | **Term 3** | **Term 2** | **Term 3** | **Term 4** | | --- | --- | --- | --- | | | **Term 4** | **Term 2** | **Term 3** | **Term 4** | | --- | --- | --- | --- | |
| **LANGUAGES 1.5h/w** |  | Unit 5: My interests  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. | Unit 6: Character  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. | Unit 7: Fitness & Football  In this unit, students will explore the language of fitness and World Cup Soccer. | Unit 8: My School  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. |
| **ACHIEVEMENT STANDARD** | 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.  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. | 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.  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. | 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. | 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.  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. |
| **ASSESSMENT** | 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. | 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. | Collection of work: planning, presenting, locating and processing information  Students produce a short fitness routine for a specified audience. Students locate, collate and process the language of World Cup Soccer in Germany. | Collection of work: speaking and writing  Students create an informative and expressive multi-modal presentation to introduce Kenmore SS to an imagined German-speaking audience. |