**Year 6 2022 Curriculum & Assessment Plan ENGLISH**

| **Semester 1** | **Semester 2** |
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| **ENGLISH 8 h/w** | **CURRICULUM KNOWLEDGE**  | **Imaginative focus: Power and Unity in a Short Story**Texts: *The Plumber and the Cattle Dog, The Last House on the Street, Victory*Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618) 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) | **Information and Persuasive focus: News Reports in the media**Texts: *The Grey Eastern Kangaroo report, Grassland Earless Dragon report, news report and comment from the Canberra Times – kangaroo culling*Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) 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)Analyse strategies authors use to influence readers (ACELY1801)Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)  | **Genre focus: Sporting goods advertising**Texts: *Sporting goods advertisments*Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)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)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)  | **Imaginative: Character narrator voice**Texts: *My Place, Journey to Eureka* Make connections between students’ own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618) 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)Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713) | **Information and Persuasive focus: Text interpretation and argumentation**Texts: *The Night they Stormed Eureka* 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)Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)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) 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) | **Genre focus: School Prospectus – what genre is this?**Texts: School prospectus for Kenmore SHS and Indooroopilly SHSIdentify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)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)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) |
| **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
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| **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
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|  | **School Moderation** | **Cluster Moderation** | **School Moderation** | **School Moderation** | **Cluster Moderation** |  |
|  | **ACHIEVMENT 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. | **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. |

**MATHS**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **MATHEMATICS 5 h/w** | **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 yourlearning.** | **Plan the itinerary and costs for a class excursion or camp** |
| **CURRICULUM KNOWLEDGE** | **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 quality 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 tline, 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 divde decimals by powers of 10; add and subtract decimals; divide numbers that result in decimal remaindners; solve problems involving fractions and decimals. **Patterns and algebera:**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 dispalys 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.  |
| **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
* Read and represent 24 hour time
* Perimeter of 2D shapes
* Area of rectangles
* Converting units of measurement (length)
* Calculating discounts
 | * 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
* Generalisations – angles
* Multiplying and dividng fractions and deicmals
 | * Timestables (x2 – x10)
* Factors
* Multiples
* Prime & composite numbers
* Square & triangular numbers
* Calcualte 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
 | * 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
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| **MATHEMATICS 5 h/w** | **ACHIEVEMENT STANDARD** | 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. 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. | 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.  | 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.  | 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 bserved 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.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. |
| **ASSESSMENT** | **Data Decoder (summative)**Students interpret, compare and analyse dadta displays to make reasoned decisions. **Rodeo round-up (summative)** Students interpret and use timetables and cost information to determine a travel schedule.**Measurement Mathematical Guided Inquiry (formative)**Studnents use simple strategies to reason and solve a measurement inquiry question.  | **Order of operations (summative)** Students write and apply the correct use of brackets and order of oeprations in number sentences. **Investigating angles (summative)** Students solve problems using the relationships between angles on a straight tline, vertically opposite angles and angles at a point. **Shape Mathematical Guided Inquiry (formative)** Students use simple strategies to reason and solve a shape inquiry question.  | **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. **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.**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 decmals. They perform calculations on decimals including multiplying and dividing by powers of 10.  | **Is the game “Dice difference” fair? (summative)** Students write probabilities as fractions, decimals and percentages and compare observed and expected frequencies. **Data and Measurement Mathematical Guided Inquiry (formative)** Students use simple streatgies to reason and solve a data and measurement inquiry question.  |

 **Grade 5 and 6 – Rotation B - STEM**

| **Semester 1** | **Semester 2** |
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| **STEM**  | **Science****SCIENCE** **Curriculum Knowledge**  | **How does matter change, yet stay the same?** | **Will you Survive to thrive ?** | **What is our Place in the Solar System ?** | **Is our world changing?** |
| **Chemical Science** - Students broaden their classification of matter to see how matter structures the world around them. They understand that solids, liquids and gases have some shared and some distinct observable properties and can behave in different ways.  | **Biological Science** – Students analyse the growth and survival of living things and how that assists them to survive in their environment. Students investigate the relationships between the factors that influence how plants survive in their environments.Students will use this knowledge in a design task to create a healthy meal to grow in a school garden. | **Earth and Space Science** - Students describe the key features of our solar system including planets and stars. They discuss scientific developments that have affected people's lives and describe details of contributions to our knowledge of the solar system from a range of people. **Excursion - Planetarium** | Students explain how natural events cause rapid changes to the Earth's surface and identify contributions to the development of science by people from a range of cultures. They identify how research can improve data. |
| **Assessment** | Tasks and activities for this unit will cover the following assessment criteria* Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks
* Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data
* Compare data and use as evidence in developing explanations
* Reflect on and suggest improvements to scientific investigations
* Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts
 | Tasks and activities for this unit will cover the following assessment criteria* analysis of how the form of living things enables them to function in their environments
* Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks
* Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using
* Compare data in developing explanations
 | Tasks and activities for this unit will cover the following assessment criteria* Science involves gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions
* Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate
* Compare data and use as evidence in developing explanations
* Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts
 | Tasks and activities for this unit will cover the following assessment criteria* Scientific knowledge is used to solve problems and inform personal and community decisions
* use a range of representations, including maps and graphs, to represent and describe observations, patterns or relationships in data.
* Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts
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| **STEM**  | **Technologies** | **Harvesting good health- Will you survive to thrive?**In this unit students will explore how competing factors and technologies influence the design of a sustainable service which provides a plant for the preparation of a healthy food product. This unit links with the Science unit Survival in the environment | **Digital technologies** – **How is Data changing our world?**Students explain how information systems meet needs. Students represent a variety of data types in digital systems. Students design and create an interactive spreadsheet and share information ethically. This unit links with the Science unit of Our Place in Space |
| **Assessment**  | Tasks and activities for this unit will cover the following assessment criteria* Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy
* Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions
* Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques
* Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions
* Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions
* Develop project plans that include consideration of resources when making designed solutions individually and collaboratively
 | Tasks and activities for this unit will cover the following assessment criteria* Examine how whole numbers are used to represent all data in digital systems
* Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information
* Explain how student solutions and existing information systems are sustainable and meet current and future local community needs
* Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols
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| ***Assessment of student learning will be Tasks gathered from completing a STEM portfolio.*** | ***Assessment of student learning will be Tasks gathered from completing a STEM portfolio.*** |

 **Year 6 HASS and Arts**

| **Semester One**  | **Semester Two**  |
| --- | --- |
| **HUMANITIES AND SOCIAL SCIENCES 2h/w****\** | **KA** | **Unit 1: The development of voting rights in Australia (Year A Program)**Inquiry Question: How democratic is Australia and how do you change laws? | **Unit 2: (Year A Program)**Inquiry question: What have we learned from natural disasters and how does that shape how we live? |
| **CURRICULUM KNOWLEDGE** | * The key values that underpin Australia’s democracy
* The key institutions of Australia’s democratic system of government and how it is based on the Westminster system
* The roles and responsibilities of Australia’s three levels of government
* The responsibilities of electors and representatives in Australia’s democracy
* Where ideas for new laws can come from and how they become law
* The contribution of individuals and groups to the development of Australian society since Federation
* Key figures, events and ideas that led to Australia’s Federation and Constitution
* Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children
 | * The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places
* The environmental and human influences on the location and characteristics of a place and the management of spaces within them
* The impact of bushfires or floods on environments and communities, and how people can respond
* The difference between needs and wants and why choices need to be made about how limited resources are used
* Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations
* How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs
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| **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 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 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. 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 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. | 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 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 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. Students develop appropriate questions to frame an investigation. 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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:* Stimulus activities reading time and sources
* Research Project investigating people and events that influenced the development of voting rights and citizenship
 | Assessment tasks:* Stimulus activities describing place and economy
* Research project investigating responses to natural disasters
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| **THE ARTS 1h/w (plus 30 mins music)** |  | **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.
 | **Dramatic Arts – Documentary drama: Natural disasters**In this unit students make and respond to drama, exploring the impact of natural disasters on communities including stories and accounts as stimulus.Students will:• explore dramatic action, empathy and space in improvisations, play-building and scripted drama to develop characters and situations in response to stimulus of earthquakes, volcanoes, cyclones and floods• develop skills and techniques of voice and movement to create character, mood and atmosphere, and focus dramatic action• rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories about the impact of natural disasters and engage an audience• explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities. | **Visual Arts – U1: The animal within (Multicultural Night)** **I**n this unit, students focus on representation of animals as companion, metaphor, totem and predator.Students will:* explore and explain the representation of values and beliefs in sculptural 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 (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view
* plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view
* compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning.
 | **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.
 |
|  | 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.
 | Assessment will gather evidence of the student’s ability to:* Understand how to use the elements of drama to devise documentary drama to communicate dramatic action and meaning.
* Create character, mood and atmosphere using voice and movement, symbol and focus.
* Rehearse and perform a documentary drama that develops narrative and drives dramatic tension.
* Explain how the elements are used to communicate dramatic meaning in the drama they make and view.
 | 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.
 | 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 mins** | MusicSing 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. | MusicSing 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 analysis of music | Formative assessment only | Assessment: Group performance to an audience |

**HEALTH AND PE**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **HEALTH & PHYSICAL EDUCATION 2h/w** |  | Swimming Unit 1AquathonCross Country Preparation | Athletics:Athletic Development & TechniqueCross Country Preparations | Tennis Unit | Swimming Unit 2Foundation Life Saving |
| By the end of Year 6: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. | By the end of Year 6: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. | By the end of Year 6: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. | By the end of Year 6: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. |
| **Assessment: Observations / checklists** | **Assessment: Observations / checklists** | **Assessment: Observations / checklists** |  **Assessment: Swim and Survive Level 6 Test** |
|  | 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.
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| **Observations and checklist** | **Observations and checklist** | **Observations and checklist** | **Observations and checklist** |

**Year 6 Curriculum & Assessment Plan GERMAN**

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| **LANGUAGES 1.5h/w** | **CURRICULUM KNOWLEDGE** | Unit 5: My interestsIn 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: CharacterIn 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: My SchoolIn 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. | Unit 8: ChangeIn this unit, students will explore the concept of change and the experiences of young people in German-speaking countries and Australia. |
| **ACHIEVEMENT STANDARD** | Students use written and spoken German to relate experiences and express feelings. They use complete sentences in familiar contexts to ask questions and use descriptive and expressive vocabulary, including adjectives to express feelings and make statements, producing original sentences with regular and some seperable verbs. Students use appropriate intonation for statements, questions and exclamations and correct pronunciation. They gather and compare information from different sources. They create a bilingual text to support their own and their peers’ language learning. They make connections between culture and language use, and identify ways that language reflects the norms of a community. | Students use descriptive and expressive vocabulary to express feelings and make statements in different formats to suit specific purposes. They produce original sentences using regular and some modal verbs in present tense and adjectives, adverbs and adverbial phrases to qualify meaning. The creation of a bilingual text supports their learning. Students apply and reflect on the conventions of text types, identify their differences and compare their effectiveness to suit the purpose.  | Students share opinions in written and spoken German and relate their experiences of learning. They use descriptive and expressive vocabulary to express feelings and make statements and in spoken German use appropriate intonation and pronunciation. Students’ written and spoken sentences use common and modal verbs, adjectives and adverbs to qualify meaning. Students create a bilingual text to share learning across the school community. Aspects of German language and culture where there are not always equivalent English expressions are identified. | Students use written descriptive and expressive German in complete sentences to ask questions and share experiences of learning. They re-create imaginative texts to reflect their imaginative experience, manipulating modelled language to describe current and future actions. Students apply the conventions of the text type and include bilingual text. They give examples of how German language and culture are continuously changing and are influenced by other languages and cultures. |
| **ASSESSMENT** | Collection of work: speaking, writing and reflectingStudents 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. | Collection of work: writing and reflectingStudents 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 : speaking and writingStudents create an informative and expressive multi-modal presentation to introduce Kenmore SS to an imagined German-speaking audience. | Collection of work: writing and analysingStudents produce a short imaginative play script. Students reflect on the changing nature of language such as borrowed words and new words. |