Year Six- Semester One – Curriculum Overview

Dear Parents and Caregivers,

We would like to share with you a summary of Term One and Term Two units of work and associated assessment tasks so you have an understanding of what your child is learning and how they will be assessed. It may also provide you with a context for discussing your child's learning with them.

ENGLISH

Term One	Term Two
Learning: **Engage with and respond to literature** Students engage with a variety of literary texts that support and extend as readers and writers through the use of short stories.	***Learning:*** **Identifying and using informative text structures** Students engage with a variety of informative texts that will include technical information and/or content about holiday destinations.
Assessment: **Creating an imaginative and entertaining short story.** **Purpose of Assessment:** To write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices. ***Assessment:*** Reading, viewing and comprehending imaginative texts **Purpose of Assessment:** To read, view and comprehend imaginative texts. To share and elaborate on ideas about your short story for an audience.	***Assessment:*** **Multimodal Advertisement** Purpose of assessment: To create and present a written multimodal advertisement to an audience on a self selected holiday destination. Students reflect on visual and language choices used.

MATHS

Learning: **Number, Space, Statistics** 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.	***Learning:*** **Number, Algebra, Measurement** 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.

Assessment 1.1 Using integers Locating ordered pairs on the cartesian plane and creating tessellating patterns **Assessment 1.2** Statistical Investigation	***Assessment:*** **2.1 Number Algebra and mathematics modelling-** Finding unknowns, using properties of numbers and mathematical modelling to create a budget. **2.2** Measurement- Interpreting and using timetables.

SCIENCE

Learning: Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.	***Learning:*** Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability.
Assessment: **Testing change: Reversible or irreversible?** *Experimental investigation* Students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings	***Assessment:*** **Analysing energy and electricity** *Supervised assessment* Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.

HUMANITIES and SOCIAL SCIENCES (HASS)

Learning: *History (Australia in the Past)*
How have key figures, events and values shaped Australian society, its system of government and citizenship?
In this unit, students:

- examine the key figures, events and ideas that led to Australia's Federation and Constitution
- recognise the contribution of individuals and groups to the development of Australian society since Federation
- investigate the key institutions, people and processes of Australia's democratic and legal system
- locate, collect and interpret information from primary sources
- sequence information about events and the lives of individuals in chronological order
- present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.

Assessment:
To explain the significance of key people, events, institutions and processes to the development of the Australian nation.

DIGITAL TECHNOLOGY

Learning: Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program.
Assessment: Students complete a circuit using the skills of defining, designing, implementing using visual programming, managing and evaluating. Using the Scratch program.

HEALTH and PHYSICAL EDUCATION (HPE)

Health: Students engage in Respectful Relationship and Life Education modules, 'Talk About It'
Assessment: Health *Research* Students will investigate role models and celebrities associated with delivering health messages and the circles of influence they project on the individual.

THE ARTS – Drama

Learning: • Students make and respond to dram by exploring drama from different cultures, time and places.
Assessment: • Students devise, perfoomr and respond to drama based on the style of melodrama.

THE ARTS – MUSIC

Learning: Music Students make and respond to music exploring the music-making of other cultures through their music journal.
Assessment: Music Students perform in a group ensemble and respond to music from world cultures focusing on the elements of music – rhythm, pitch, form, timbre, texture, tempo and dynamics.

JAPANESE

Learning: Japanese "What is a family?" Students will use language to communicate about the concept of family and identity.
Assessment: Japanese Students will create a profile of their family in Japanese. All macro skills (reading, writing, speaking, listening) will be assessed throughout the unit.

GENERAL CAPABILITIES – Digital Literacy (DL)

Digital literacy encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school.
Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems and learning to make the most of the technologies available to them. Students adapt to new ways of doing things as technologies evolve and protect the safety of themselves and others in digital environments.

Digital Literacy is developed through:

- Practising digital safety and wellbeing
- Investigating
- Creating and exchanging
- Managing and operating

Kind regards

Year 6 Teachers

Yours sincerely

Principal

Karryn Brunetto