**Year 6 2024 Curriculum & Assessment Plan ENGLISH**

| **Semester 1** | | | **Semester 2** | | |
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| **ENGLISH 8h/w** | **CURRICULUM KNOWLEDGE** | **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** |  |
|  | **ACHIEVMENT 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. | | | 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. | | |

**MATHS**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **MATHEMATICS 5h/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 |
| **MATHEMATICS 5h/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**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** |
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| **STEM 1.5 h/w** | **STEM- Curriculum Knowledge** | **How does matter change, yet stay the same?** | Will you survive to thrive? | **What is our Place in the Solar System ?** | **A-maze-ing digital systems** | |
| **Chemical Science** – Students encounted changes to materials and substances everyday. They see water and other liquids freeze and boil, solids dissolve in liquids, materials burn, metals rust and foods cook. Recognising the variety of these changes is a stepping stone to seeing the similarities and differences between them and strating to think and talk about what is happening during such changes. This unit will see students broaden their classification of matter to see how matter structures the world around them. Students work to understand that science involves asking questions about, and describing changes to, familiar objects and materials in our world, to realsie that all matter is made of chemicals. | **Design and Technologies** – **Harvesting good health**  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.  Students will use this knowledge in a design task to create a healthy meal to grow in a make your own garden from reusing old materials.  This unit links with the Science unit Survival in the environment | **Earth and Space Science** - Students will explore the solar system through the use of scaled models to appreciate the distances and relationships between the sun, planets and celectrial bodies, finding out about the universe in which they live. They will recognise how Earth’s rotation on its axis causes day and night; explore why different regions on Earth, such as the South Pole, experience long periods of sunlight or darkness over the cycle of one revolution of Earth around the sun. Through 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.  Students will also research First Nations Australians’ understandings of the night sky and its use for timekeeping purposes as evidenced in oral cultural records.  **Excursion - Planetarium** | **Digital Technologies -** Students will explore how digital systems use whole numbers as a basis for representing a variety of data types. They will engage in a number of activities to explore data reprsenstation to think in a more abstract way, exploring how on and off states and whole numbers can be used to represent data.  Students will apply computational thinking by creating a digital solution that involve defining problems, designing and modifying algorithms, and implementing them as visual programs. They will practise different strategies to develop their abstract thinking, as they represent algorithms involving branching and iteration and implement them as visual programs that include variables and respond to input. | |
| **Assessment** | Tasks and activities for this unit will cover the following assessment criteria  **Chemical Science** - explain observable properties of solids, liquids and gases by modelling the motion and arrangement of particles ; compare reversible changes, including dissolving and changes of state, and irreversible changes, including cooking and rusting that produce new substances  **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  **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: Food and fibre production; Food specialisations** - explain how and why food and fibre are produced in managed environments   * explain how the characteristics of foods influence selection and preparation for healthy eating   **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 criteria  **Earth ansd Space Science** - *describe the movement of Earth and other planets relative to the sun and model how Earth’s tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night length*  **Nature and development of science-** examine why advances in science are often the result of collaboration or build on the work of others  **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  **Data representation-** explain how digital systems represent all data using numbers  - explore how data can be represented by off and on states (zeros and ones in binary)  **Processes and production skills-** Students develop and modify digital solutions, and define problems and evaluate solutions using user stories and design criteria. They process data and show how digital systems represent data. Students design algorithms involving complex branching and iteration and implement them as visual programs including variables. | |
| *Assessment of student learning will be gathered from completing a STEM portfolo.* | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | *Assessment of student learning will be gathered from completing a STEM portfolo.* | ***Assessment of student learning will be gathered from completing a STEM portfolo.*** | |

**Year 5 and 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: 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? | | * 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 | | 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. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia’s democracy and describe the roles of different people in Australia’s legal system. They 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 describe different views on how to respond to an issue or challenge.  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. They interpret data to identify and describe distributions, simple patterns and trends, and to infer relationships, and suggest conclusions based on evidence. Students sequence information about events, the lives of individuals and selected phenomena in chronological order using timelines. They sort, record and represent data in different formats, including large-scale and small-scale maps, using basic conventions. They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. 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. Students explain the characteristics of places in different locations at local to national scales. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments. They identify the effects of these interconnections on the characteristics of places and environments. Students identify the importance of values and processes to Australia’s democracy and describe the roles of different people in Australia’s legal system. 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They work with others to generate alternative responses to an issue or challenge and reflect on their learning to independently propose action, describing the possible effects of their proposed action. They present their ideas, findings and conclusions in a range of communication forms using discipline-specific terms and appropriate conventions. | | 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 | | | | |
| **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**

| **Term 1** | **Term 2** | **Term 3** | **Term 4** | |
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| **HEALTH AND PHYSICAL EDUCATION 2h/w** | **Physical Education** | **Swimming Unit 1**  Aquathon  Cross Country Carnival Preparation | **Athletics:**  Athletic Development & Technique  Athletics Carnival Preparations | **Go Go Golf** | | **Swimming Unit 2**  *“Junior Life Saving Unit”*  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 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.  They perform specialised movement skills and sequences in relation to water safety and water rescue such as ***throw & reach rescue, contact tow & water survival skills.*** They will be able to and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. |
|  | **Assessment: Observations/Checklists** | **Assessment: Observations/Checklists** | **Assessment: Observations/Checklists** | | **Assessment: Observation/Checklist**  **Scenario- Rescue Prepartion & Execution**  **YEAR 6: Peer Analysis/Evaluation and Presentation** |
| **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. |