		Term 1		Term 2		Term 3		Term 4	
		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
YEAR 6 OVERVIEW									
ENGLISH YR6	**6 hours/week**								
	Achievement standard	By the end of Year 6 students explore connections between their own experiences and those of characters in a variety of contexts in literature. In discussion and in writing they share key characteristics of texts by different authors, and the variations in ways authors represent ideas, characters and events. They analyse and explain how specific structures, language features, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers. They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They listen to and respond constructively to others' opinions by offering alternative viewpoints and information. They select relevant evidence from texts to support personal responses and to develop reasoned viewpoints. They compare and accurately summarise information on a particular topic from different texts, and make well-supported generalisations about the topic. Students create well-structured written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences. They make considered choices in spoken and written texts from an expanding vocabulary, and growing knowledge of grammatical patterns, complex sentence structures, cohesive links, and literary devices. They use some complex sentences to connect and develop ideas in written texts. They select specific details to sustain a point of view. They organise longer written texts by using paragraphs on particular aspects of the topic. They clarify and explain how choices of language and literary features were designed to influence the meaning communicated in their texts. They plan and deliver presentations, considering the needs and interests of intended audiences and purposes. They collaborate with others to share and evaluate ideas and opinions, and to develop different points of view. They discuss and compare personal opinions about literary texts, and respond constructively to others' opinions.							
	Unit Overview	**Short stories** Students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects.	**Writing a short story** Students read and view short stories, and write a short story about a character that faces a conflict. Students will also reflect on the writing process when making and explaining editorial choices.	**Examining advertising in the media** Students' listen to, read and view advertisements from magazines and internet sites. They demonstrate their understanding of the texts' persuasive features through written responses to comprehension questions.	**Examining persuasive techniques in news reports** Students listen to, read and view a variety of news reports from television, radio and internet. Students identify and analyse bias and the effectiveness of persuasive devices used to influence audiences.	**Interpreting literary texts** Students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. They create a literary text that explores personal experiences.	**Exploring literary texts by the same author** Students listen to, read and view literary texts by the same author to create written responses focusing on language and literary techniques that contribute to an author's style.	**Comparing texts** Students listen to, read, view and analyse literary and informative texts on the same topic. They identify the author's message and compare the effects of language, structural and visual features on the audience. They	**Transforming a text** Students read and compare literary and informative texts such as websites or information books that deal with a sustainability issue. Students transform an informative text into a literary text for younger audiences.
MATHEMATICS YR6	**5 hours/week**								
	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. 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 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. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media. 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. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.							
	Unit Overview	**Number and place value** — explore prime and composite numbers and use efficient strategies for addition and subtraction **Fractions and decimals** — compare fractions, solve addition and subtraction problems involving related denominators and find a fraction of a quantity **Statistics** — interpret a variety of data displays **Probability** —represent probability as a fraction, decimal or percentage between 0 and 1.	**Number and place value** — use efficient strategies for multiplication and division **Fractions and decimals** — solve addition and subtraction problems involving related denominators and find a fraction of a quantity **Measurement** — interpret and use timetables and solve problems involving length and area **Financial mathematics** — introduce percentages and link to fractions and decimals.	**Properties of numbers** — investigating positive and negative numbers **Equivalence** – calculating equivalent fractions, decimals and percentages **Computation** – applying mental and written strategies using four operations **Units of measurement** – identifying relationships between metric units; interpreting and using timetables.	**Data** — interpreting a variety of data displays **Addition and subtraction:** whole numbers and decimals (to thousandths) — applying appropriate mental, written, digital strategies to solve problems **Order of operations** — exploring the order of operations in problems and in equations. **Addition and subtraction:**: **fractions** — adding and subtracting fractions with the same and related denominators **Chance** – representing probability as a fraction, decimal or percentage between 0 and 1.	**Properties of numbers** — exploring the properties of numbers and using prime factors to identify greatest common factors and lowest common multiples **Four operations** — applying the four operations to whole numbers and decimals **Patterns** — creating and continuing number patterns, using a table of values and writing a rule to describe the pattern **Three-dimensional shapes** — drawing nets of prisms and pyramids and constructing 3D objects.	**Chance** — expressing probability as a fraction, decimal and/or percentage; comparing observed frequencies with expected frequencies **Patterns and algebra** — applying the order of operations **Fractions and money** — making connections between equivalent representations of the same number, finding fractions of a quantity and calculating percentage discounts **Data representation and interpretation** — investigating representations of data in the media, influences on data and misleading data.	**Transformations** — combining transformations to create shapes and tessellations **Angles** classifying and measuring angles and establishing generalisations about vertically opposite angles, adjacent angles on a straight line and angles at a point **Measurement** — converting between equivalent units of measure and exploring the relationship between the length of the sides and the area of rectangles **Volume and capacity** — exploring volume and capacity and the relationship between the two and measuring and estimating volume and capacity.	**Cartesian plane** - plotting coordinates on the Cartesian plane, designing and evaluating a game by plotting coordinates. **Chance**-describing probabilities on a scale from 0 to 1, comparing expected & observed frequencies and exploring the effect of the number of trials on the outcomes **Fractions, decimals and percentages** - revising adding and subtracting fractions and decimals and finding a percentage discount **Number operations** — revising strategies to estimate, add, subtract, multiply and divide when operating with whole numbers, and choosing and using the most appropriate operations to solve problems.
SCIENCE YR6	**1.75 hours/week**								
	Achievement standard	By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity. They explain how natural events cause rapid change to the Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures. Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.							
	Unit Overview	**Making changes — comparing reactions** Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives.		**Power up — electricity usage down** Students explore and infer that electrical circuits provide a means of transferring and transforming electricity. They investigate how energy from a variety of sources can be used to generate electricity and evaluate personal and community choices to use sustainable renewable energy sources.		**Our changing world** In this unit students explore how sudden geological and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which people use scientific observations to prepare for disaster in Australia and throughout Asia.		**Life on Earth** In this unit students will explore their local environment, investigating the relationship between the growth and survival of living things and the physical conditions of the environment. Students investigate the impact of the surrounding environment on living things and the implications for decision making. Human impact on the environment and implications for growth and survival of living things will also be explored.

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TECHNOLOGY	0.r hrs/week	Essential Learnings	**INFORMATION, MATERIALS AND SYSTEMS (RESOURCES)** The characteristics of resources are matched with tools and techniques to make products to meet design challenges. IMS 1: Resources are selected according to their characteristics, to match requirements of design challenges and suit the user e.g. an indoor or outdoor hydroponics garden and irrigation system can be designed based on suitability of materials and characteristics. IMS2: Techniques and tools are selected to manipulate or process resources to enhance the quality of products and to match design ideas, standards and specifications. e.g. a story can be recreated with digital media t make it more appealing.				**INFORMATION, MATERIALS AND SYSTEMS (RESOURCES)** The characteristics of resources are matched with tools and techniques to make products to meet design challenges. IMS 1: Resources are selected according to their characteristics, to match requirements of design challenges and suit the user e.g. an indoor or outdoor hydroponics garden and irrigation system can be designed based on suitability of materials and characteristics. IMS2: Techniques and tools are selected to manipulate or process resources to enhance the quality of products and to match design ideas, standards and specifications. e.g. a story can be recreated with digital media t make it more appealing.	
HISTORY YR 6	1.25 hours/week	Achievement standard	By the end of Year 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group. Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.							
		Unit Overview	**LEADING THE WAY: SOSE/PD** Students explore their roles as leaders in the Junior School through investigating their personal identity and sense of belonging. They explore factors that influence themselves and plan how they can develop a positive self-image and influence in the college. <u>SOSE:</u> • Material and non-material elements influence personal identity and sense of belonging of groups • Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media <u>Personal development</u> • Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development. • Identity is influenced by personality traits, responses in a variety of social contexts, responsibilities and accomplishments. • Representations of people, including stereotypes, influence the beliefs and attitudes that people develop about themselves and others. • Positive interpersonal behaviours and respecting cultural protocols promote effective interactions and relationships in groups. C&I 1,2		**HISTORY UNIT 1: WHAT MAKES US AUSTRALIAN?** **Exploring the development of the Australian nation** **Inquiry questions:** Why and how did Australia become a nation? How did Australian society change throughout the twentieth century? **In this unit students:** • recognise key events in the development of Australia as a nation • appreciate how Australians came to live together and were governed overtime • investigate Australia's path to Federation from the late 1800s to 1901 • examine sources presenting different perspectives on Federation and preferred models of government, including British and American influences on Australia's system of law and government • describe the experiences of Australian democracy and citizenship by a range of groups, including the status and rights of Aboriginal peoples and/or Torres Strait Islander peoples • identify continuity or change • explain the significance of individuals or groups who advocated for rights or were the beneficiaries of polices and legislation. C&I 3-5	**HISTORY UNIT 2: MIGRATING TO AUSTRALIA** **Investigating the emergence of Australia as a diverse society** **Inquiry questions:** Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society? **In this unit students:** • recognise key events in Australia's economic and social development • appreciate how Australians came to live and work together • examine the growth of the Australian population in the twentieth century • appreciate how world events affected the development of Australian society during this time • compare the factors which contributed to people migrating to Australia • identify the reasons behind migration stories • explore the significance of individual narratives from oral and written histories. (Links to English Units 5 & 6)	**THERE'S ONLY ONE WORLD: SOSE (Geography)** <u>Place and space</u> Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management. • Australian environments are defined by patterns of natural processes, by human activities and by the relationships between them, including climate and natural resource distribution, resource use, and settlement patterns. • Natural hazards are a result of natural processes, and human activity can affect the impacts of these occurrences. • Sustainability requires a balance between using, conserving and protecting environments, and involves decisions about how resources are used and managed. • Physical and human dimensions are used to define global environments. • Distribution maps, climate zone maps and weather maps have specific features to convey information, including latitude, longitude, eight compass points, scale and distance, a legend and shading and/or symbols Links to Science "Our Changing World" P&S 1-5
The Arts YR6	1.25 hrs/week	Essential Learnings	**VISUAL ART** Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects. VA1: Blended, controlled and symbolic colour is used to create depth, representation symbolism e.g. using mixed and blended colour to add depth in abstract paintings. VA2: Descriptive and emotive lines are used to create abstraction, proportion, symbolism e.g. using fluid lines to show an emotional response to a stimulus. VA3: Negative space and positive shape are used to create abstraction, non-representation and proportion e.g. using photographs of natural shapes in their environments to focus on negative spaces and positive shapes and thus show effects of light and dark.						**DANCE** Dance involves using the human body to express ideas, considering intended audiences and intended purposes, by modifying dance elements in movement sequences. DA1: Combinations of loco motor and non-loco motor movements are used to create actions for movement sequences e.g. combining leaping, extending arms and dropping to the ground. DA2: Directional focus is used to draw attention in space in movement sequences e.g. extending arms to stage right to draw the audience's to a focus. DA3: Combinations of simple and compound time signatures are used to modify timing of movements in sequences e.g. moving to mixture of 3/4 and 6/8 time signatures. DA4: Suspending and vibrating movement qualities are used to modify energy e.g. using quick pulsating movements to represent a racing heartbeat; using slow floating movements to represent the land. DA5: Structuring devices, including transitions, motifs and improvisation forms, are used to organise movement sequences e.g. representing anger with a recurrent theme or pattern (motif) of strong fists

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HPE YR6	2hrs/week	Essential Learnings	**Team Work** **PERSONAL DEVELOPMENT** Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development. PD1: Identity and self-image are influenced by environmental factors, including the media, and social expectations of age, gender and culture e.g. dressing and other behaviours to achieve an image or to conform with or rebel against expectations. PD2: Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem e.g. looking after younger siblings, mentoring peers, learning leadership skills and contributing to a team effort are experiences that help students develop confidence and a positive identity and self-esteem. PD3: Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources e.g. family and friends can help students manage the transitions from primary to secondary school; beliefs can give meaning to life events such as the death of a loved one.				**Goal Setting** **PERSONAL DEVELOPMENT** Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development. PD2: Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem e.g. looking after younger siblings, mentoring peers, learning leadership skills and contributing to a team effort are experiences that help students develop confidence and a positive identity and self-esteem. PD3: Life events and transitions can be dealt with through meaning-making, resilience strategies, and use of personal and community resources e.g. family and friends can help students manage the transitions from primary to secondary school; beliefs can give meaning to life events such as the death of a loved one.	
SOSE YR 6	2hrs/week		***POLITICAL AND ECONOMIC SYSTEMS*** ***Communities have developed decision-making systems that include principles and values formed over time.*** PES4: Australian Citizenship involves values, attitudes and actions related to political equality and civil and human rights *e.g. values – equality of opportunity, and freedom from discrimination and persecution; attitudes – a "fair go"; actions – treating all members of the community equitably, and speaking up against unfairness*		***CULTURE AND IDENTITY*** ***Communities contain cultures and groups that contribute to diversity and influence cohesion.*** CI 3: Aboriginal peoples and Torres Strait Islander people's diverse social organization, languages and lifestyles all reflect the importance of "country" – land, sea and places *e.g. Indigenous societies are caretakers of the land and sea; language reflects the importance of land and sea; land and sea use, and stewardship differ in different regions.* CI 4: Contact between Indigenous and non-indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people *e.g. forced movement of Indigenous people has resulted in loss of cultural practices and languages; the High Court's Mabo decision in 1992 rejected the idea of terra nullius('land belonging to no-one); ear disease and hearing problems; education access and completion.* CI 5: Accessing indigenous knowledge involves protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community.	***CULTURE AND IDENTITY*** ***Communities contain cultures and groups that contribute to diversity and influence cohesion.*** CI 1: Material and non-material elements influence the personal identity and sense of belonging of groups *e.g. material elements of culture include places, food, clothing, and music; non-material elements of cultures include symbols, values, beliefs, traditions and heritages.* CI 2: Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media *e.g. the response to non-Europeans working in pastoral and mining industries at the end of the 19th century; the media using stereotyped portrayals of particular cultures, genders and age groups.*		***POLITICAL AND ECONOMIC SYSTEMS*** ***Communities have developed decision-making systems that include principles and values formed over time.*** PES5: Australia is connected to other nations through international agreements, the responsibilities of global citizenship, shared commitments to security and environmental issues. *E.g. United Nations treaties (Universal Declaration of Human Rights, Convention on the Elimination of all forms of Discrimination Against Women); the campaign against whaling; initiatives to combat terrorism and global warming.* PES6: Economic systems involve primary, secondary service and knowledge industries that use resources and develop products and services for sale to consumers. *e.g. primary – extraction of raw materials an productions of basic foods; secondary – manufacturing, processing, construction; services – sales, transportation, entertainment; knowledge – education, ICTs*