

Year 6, Semester 1 Key Learning Area Overview

Learning Area	Overview of Content	Assessment
English	<p>Term 1 Examining Persuasion. Students listen to, read and view a variety of persuasive texts and advertisements, including print and digital media. They understand how language and text features can be combined for persuasive effect. They demonstrate their understanding of persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.</p> <p>Students will create an advertisement to promote their chosen invention. Students will demonstrate their understanding of how language features, images and vocabulary enhance the advertisement.</p> <p>Students will describe the importance of their chosen invention and use evidence from a source text to explain their point of view. Students will demonstrate and describe how they have used language features, images and vocabulary to enhance their advertisement to persuade an audience via a reflective statement.</p> <p>Students participate in activities to further develop their reading skills by focusing on vocabulary development, fluency (pace, punctuation, phrasing and expression) and comprehension skills. They identify literal and implied meanings. Students engage in synthetic phonics and vocabulary development activities, guided reading, home reading and Monty reading time.</p>	<p>Writing Students plan, draft and create a persuasive advertisement demonstrating their understanding of text structure, language features – persuasive devices, vocabulary –high modality words, grammar, punctuation and spelling. Their text will influence the audience to accept a particular point of view about the topic.</p> <p>Reading and comprehension: Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.</p>
	<p>Term 2 Entertaining Narrative Students listen to and read short texts by different authors. They investigate the ways authors use text structure, language features and strategies to create effects. Students listen to and compare short stories analysing aspects of author style and identifying language choices and author strategies used to influence the reader. They examine textual features through the deconstruction, reconstruction and the creating of their own narratives.</p> <p>Students participate in activities to further develop their reading skills with a specific focus on increasing vocabulary and comprehension skills. They recognise literal (right there) and implied (hidden) meanings by understanding complex sentences and language choices such as similes and metaphors. Students engage in synthetic phonics and vocabulary building activities, guided reading, home reading and Monty reading time.</p>	<p>Writing: Narrative Students plan, draft and write an additional chapter or alternative ending to a given text demonstrating their understanding of text structure, language features, grammar, punctuation and spelling. They will use appropriate language choices and features. Students also reflect on the writing process when making and explaining editorial choices.</p> <p>Reading: Students read aloud and respond orally to comprehension questions. They will also complete a short answer comprehension test to analyse their knowledge and understanding.</p>

<p>Maths</p>	<p>Focus Concepts:</p> <ul style="list-style-type: none"> • Revision of ordering and portioning to 1000, • Horizontal Addition and Subtraction • Scaled Instruments and Number lines • 3D Objects <p>Students explore and participate in activities investigating the properties of prime and composite numbers. They continue to build on their place value understanding by counting, ordering and partitioning (break numbers into parts) numbers flexibly. Students investigate the relationship between addition, subtraction, multiplication and division and use this information to develop efficient strategies for solving mathematical challenges. They check the reasonableness of their thinking via estimation, rounding and using alternative mathematical strategies. Student's order, compare, add and subtract fractions, calculate the fraction of a collection and use fractions to solve mathematical challenges within a real-life context. They engage with negative numbers.</p>	<p>Assessment:</p> <p>Students participate in hands on activities that provide teachers with opportunities to observe students' abilities to count, order, and partition numbers flexibly. They also complete assessment tasks designed to demonstrate their understanding, fluency, problem solving and reasoning skills.</p>
	<p>Term 2</p> <p>Focus Concepts:</p> <ul style="list-style-type: none"> • Multiplicative Thinking • Division • Addition and Subtraction with regrouping • Scaled Instruments for measuring time, temperature and capacity <p>Students further develop their understandings of place value through the exploration of large numbers. They recognise, model, read, write, partition in standard and nonstandard ways, continue and create sequences involving whole numbers and decimals and describe the rule used to create these sequences. Students investigate the order of operations to perform calculations and use this information to develop efficient strategies for solving mathematical challenges. They order and compare fractions with related denominators and locate them on a number line. Students investigate and calculate percentage discounts of 10%, 25% and 50% on sale items. They use concrete, representational (drawing) and abstract (algorithm or formula) representations to assist their mathematical concept development.</p>	<p>Student's complete assessments in a variety of ways to demonstrate their understanding of mathematical concepts. These assessments include:</p> <ul style="list-style-type: none"> • Ongoing teacher observations • Student work samples • Problem solving investigations reflecting real life contexts • Fluency tasks • Short answer response assessments which may be digital or paper based.
<p>Science</p>	<p>Term 1</p> <p>Physical Science</p> <p>Students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students will explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated, with different methods of electricity production. They will identify where scientific understanding and discoveries related to the production</p>	<p>Students write a question for investigation and predicting what will happen when a variable is changed. They will do this by working in collaborative learning teams to plan and safely conduct an investigation about variables that affect a simple battery. Students will record their findings using this evidence to discuss their results and predictions.</p>

	<p>and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability. Students will design and present a simple circuit involving light and sound</p>	
	<p>Term 2 Earth and Space Science Students explore how sudden geological and extreme weather events can affect Earth's surface. They consider the effects of natural disasters on the Earth's surface and how communities are affected by these events. They gather record and interpret data relating to weather and weather events. Students will investigate the earth's surface and natural disasters through experiments throughout the unit. They investigate how town planning can reduce the impact of flooding and identify the effects of natural disasters and explore how these may be managed. Students construct a news report on a chosen natural disaster.</p>	<p>Students describe key features of earthquakes. They describe how science knowledge develops from many people's contributions and explain how scientific developments have affected people's lives and solved problems. Students communicate ideas through their work samples and discussions.</p>
<p>HASS</p>	<p>History / Civics and Citizenship History – Australia in the past</p> <ul style="list-style-type: none"> • How have key figures, events and values shaped Australian society, its system of government and citizenship? • Why and how did Australia become a nation? • How did Australian society change throughout the twentieth century? • 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? <p>Students examine the key figures, events and ideas that led to Australia's Federation and constitution. They recognise the contribution of individuals and groups to the development of Australian society since Federation. Students investigate the key institutions, people and processes of Australia's democratic and legal system. They locate, collect and interpret information from primary sources. Students sequence information about events and the lives of individuals in chronological order. They develop arguments. Students use criteria to make decisions and judgments. They work in groups to generate responses to issues and challenges. Students propose action in response to issues and challenges.</p> <p>Civics and Citizenship -Australians as global citizens</p> <ul style="list-style-type: none"> • What are the roles and responsibilities of the different levels of government in Australia? • How are laws developed in Australia? • What does it mean to be an Australian citizen? • How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia 	<p>Collection of Works: Students are provided with a collection of printed and digital images depicting people, places and events from the Australian colonies at the end of the nineteenth century. They select from this collection for inclusion in a new Museum of Australia's Federation and create the sample pages for the catalogue published to mark the museum's opening. Students are required to research each selected person, place or event and write an explanation of its importance for Australia's past and present. They used a teacher-created template as the basis for the catalogue pages.</p>

	<p>Students recognise the responsibilities of citizens in Australia's democracy. They consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens. Students identify different points of view. They examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children. Students investigate stories of groups of people who have migrated to Australia since Federation. They evaluate the contribution of individuals and groups to the development of Australian society since Federation. Students sequence information about events and represent time by creating timelines. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.</p>	
Technologies	<p>Semester 1</p> <p>Students investigated some of the key mechanical systems that are used and relied on in daily life, such as the muscles that move their own head, locking and unlocking mechanisms, toys that move and mechanisms in the family car. They critiqued these key mechanical systems and then developed their own ideas for a toy with moving parts, that is, an automata. Students were explicitly taught some cardboard engineering techniques such as drawing, folding, cutting, scoring and gluing. The design task was to produce a moving toy showing the interrelationships of the chosen mechanical systems and recording modifications or redesigns of the mechanism(s) throughout the project. Students then considered how their device could be automated using electrical energy to control movement. The focus of this task was to design and produce a product for the technologies context engineering principles and systems.</p>	<p>Multimodal Project</p> <p>Students develop their own ideas for a toy with moving parts, that is, an automata. Students use engineering techniques such as drawing, folding, cutting, scoring and gluing. They use key mechanical ideas in their design demonstrating interrelationships of the mechanical systems and record modifications or redesigns of their mechanism(s). Students then consider how their device could be automated using electrical energy to control movement.</p>
The Arts	<p>Media</p> <p>Students will demonstrate their knowledge and skills by creating a stop motion animation depicting an Aboriginal Dreamtime story of their choice, for presentation to P-2 students at Spring Mountain.</p> <p>Students will explore the use of codes and conventions to tell a story, depict a character, enhance representation and point of view. Students will experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood. Finished animations will be presented in digital form to share and discuss similarities and differences, the shaping of viewpoint, and to examine representation of culture, time, and place. Artworks examined will include media artworks of Torres Strait Island and Aboriginal peoples.</p>	<p>Media</p> <p>Students work collaboratively to create a storyboard and film, sharing a narrative of their choice to present to an audience of Prep students at Spring Mountain SS. The narrative will use music narration, text and lighting effects to enhance the narrative.</p>

	<p>This unit complements persuasive and narrative texts which students will be learning about in English during terms 1 and 2.</p> <p>This unit complements drama and music taught during term 1 and 2.</p>	
	<p>Music Students explore dynamics and expression, using aural skills to identify and accurately perform rhythm when playing instruments, and pitch when singing. They will also develop their understanding of symbols and terminology used in written music.</p>	<p>Responding Students discuss prior learning about written symbols in music and apply it to new concepts and symbols.</p> <p>Composing and Performing Students demonstrate their aural skills through a variety of written and aural activities by singing and playing instruments with accurate pitch, rhythm and expression.</p>
	<p>Drama Students explore the fundamentals of drama and respond to drama by using a Traditional First Nations Peoples story as a stimulus. They will explore ideas and narrative structures through roles and situations. They will communicate an understanding of responding to drama by changing the relationships between characters through dialog, body gestures and movements. Students will work collaboratively to perform a scripted and devised drama from our First Nations People. They will explain how dramatic action is communicated through performances and how it influences their own drama.</p>	<p>Drama Students will demonstrate their ability to devise, respond to and perform drama. They will develop a drama performance based on a Traditional First Nations Peoples story and consider the other viewpoints on drama that has been viewed</p>
<p>Health and Physical Education</p>	<p>Term 1 Health Students examine and apply techniques used in media using public identities to influence the way people act and the choices they make around health messages. Students will propose actions and protective behaviours that promote and maintain health and wellbeing such as eating a healthy diet or meeting recommendations for daily physical activity</p> <p>Movement Students refine fundamental movement skills of running, jumping and throwing. They will practise and refine these skills in individual based activities. Students will apply these skills in cricket games and group challenges by refining movement concepts and strategies.</p> <p>Term 2 Health Students recognise the influence of emotions on behaviours, students explain the influence of people and places on identities.</p> <p>Movement Students explore the skills required for track and field events. They will perform and sequence specialised movement skills and combine the skills to achieve movement outcomes in a range of</p>	<p>Students will share how important people in their life, media and information labelling can influence them to act or behave in a healthy or safe way. Students will also design and/or modify a food item and its packaging that promote and maintain health and wellbeing.</p> <p>Movement Students refine the fundamental movement skills of running, jumping and throwing and apply movement concepts and strategies within cricket games. Whilst playing games students are also assessed on teamwork, problem solving and fair play skills.</p> <p>Health Students will explain how emotions and relationships can be influenced by the people around them and / or how their emotions and behaviour influences others. They will also recognise and explain how relationships change over time.</p> <p>Movement Students will be assessed on their ability to demonstrate the specialised skills. They will be assessed on high jump, shot put, discus, 100m and 200m running.</p>

	specialised activities such as high jump, shot put, discus and 100m, 200m and relay running races.	
LOTE (Language Other Than English) Chinese	<p>(Mandarin) Language and Intercultural Understanding</p> <p>Students learn a combination of language and culture. They learn to communicate using basic greetings, introducing themselves, communicating likes and farm animals. Students also learn how to count from 1 to 5 and write the Chinese characters for these numbers. In Culture they learn about; Beijing, Spring Festival, Ice Sculptures, the Panda, the Golden Snub-Nosed Monkey and Chinese animal sounds. They also take part in two activities related to Chinese culture; Tai Chi and making play dough dumplings.</p>	<p>Student's complete assessments in a variety of ways to demonstrate their understanding of Language and Cultural concepts. These assessments include:</p> <ul style="list-style-type: none"> • Ongoing teacher observations occurring throughout the Chinese lesson focusing on student pronunciation, listening skills, vocabulary development, participation and cultural understandings • Quizzes and questioning • Vocabulary assessment (digital format) • Student work samples – drawing, writing, visual representations