

## Year 6, Semester 1 Key Learning Area Overview

Learning Area	Overview of Content	Assessment
<p>English Australian Curriculum V9</p>	<p><b>Term 1</b> <b>Using Language to Persuade in the Media</b></p> <p>This unit of work guides Year 6 students in developing and presenting a persuasive advertisement for a place of their choice. Through exploring text structures and language features, students will learn how to craft compelling arguments, use emotive and persuasive language, and structure their ideas effectively. By analysing real-world advertisements and practicing key techniques, they will build the skills needed to create an engaging and convincing promotional piece that encourages their audience to visit their chosen destination.</p> <p>Students engage with a range of texts which provide a stimulus for persuasive responses, such as film and digital texts, non-fiction and persuasive texts, such as video logs (vlogs), media texts and letters to the editor, as models for creating their own work. They read, view and comprehend texts that support and extend them as independent readers, monitoring meaning and analysing how text structures and language features work to engage and influence an audience.</p> <p>Through texts, students explore ethical dilemmas or issues in real-world and imagined settings. They examine persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias.</p> <p>Through teaching and learning, students create spoken and written persuasive responses to issues or dilemmas faced by characters in texts and real-world topics. Students use interaction skills and awareness of formality when developing and supporting arguments and sharing opinions in speaking and listening situations.</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><b>Speaking and Listening: Oral Presentation via a VLOG</b> Students create a persuasive VLOG. They will be assessed on the text structure, use of high modality words, purpose and audience engagement.</p> <p><b>Reading and comprehension (Monitored)</b> Students demonstrate reading accuracy, fluency and comprehension by responding to texts orally and in writing.</p>
	<p><b>Term 2</b> <b>Reading, writing and informative Texts</b> <b>To Inform: Information Reports</b></p> <p>Students engage with a variety of informative texts that may include technical information and/or content connected to the topic of migration. They will develop their understanding of migration and its impact on the development of Australia as a nation. They research the Australian government policies of migration in the 20th century and how this contributed to changes in the Australian population. Students explore individual narratives using primary sources including interviewing and recording oral histories. They connect stories of migration to their own families.</p> <p>Students engage with a wide range of texts that may include reports, media, reviews, biographies,</p>	<p><b>Writing: Informative Report</b> Students plan, draft and write an informative text on a given topic 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><b>Reading:</b> 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>autobiographies and informative narratives (My Place by Nadia Wheatly). They will investigate the stories of people who migrated to Australia and the reasons they migrated. They will read, view and comprehend texts created to inform, using processes to monitor meaning and comprehension strategies to connect and compare content from a variety of sources.</p> <p>Through texts, students identify informative text structures and features, and explore how structural features help the reader navigate texts to suit the purpose. Students observe how concepts, information and relationships can be represented visually through tables, maps, graphs and diagrams.</p> <p>Through teaching and learning, students use research skills to create informative texts about migration in Australia including text structures to suit the purpose and mode, and cohesive paragraphs to develop and link relevant ideas. They use a variety of sentence structures, including complex sentences with embedded clauses to elaborate, extend and explain ideas.</p>	
<p>Maths Australian Curriculum V9</p>	<p><b>Focus Concepts:</b></p> <ul style="list-style-type: none"> <li>• Revision of Number names and counting to 1000, ordering,</li> <li>• Quantity to 100 000 and beyond</li> <li>• Partitioning</li> <li>• Place Value</li> <li>• Horizontal Addition and Subtraction</li> <li>• Number lines</li> <li>• Scaled Instruments for length, perimeter, capacity, mass and time</li> </ul> <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><b>Assessment:</b></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><b>Term 2</b></p> <p><b>Focus Concepts:</b></p> <ul style="list-style-type: none"> <li>• Multiplicative Thinking</li> <li>• Division</li> <li>• Addition and Subtraction with regrouping</li> <li>• Maps, Scales and Ratios</li> <li>• Angles</li> </ul> <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</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"> <li>• Ongoing teacher observations</li> <li>• Student work samples</li> <li>• Problem solving investigations reflecting real life contexts</li> <li>• Fluency tasks</li> <li>• Short answer response assessments which may be digital or paper based.</li> </ul>

	fractions with related denominators and locate them on a number line. They use concrete, representational (drawing) and abstract (algorithm or formula) representations to assist their mathematical concept development.	
Science Australian Curriculum V9	<b>Term 1</b> <b>Physical Science</b> 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 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	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.
	<b>Term 2</b> <b>Earth and Space Science</b> Students gain an understanding of the enormous size of our galaxy as they engage in an inquiry-based approach of learning. They describe the key features of our solar system including celestial bodies such as our sun, planets and stars. Students will 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. Students will demonstrate their understanding of these relationships by creating an Oorarrrie. This unit is closely connected to design technologies.  Students discuss the contributions of many people's knowledge (past and recent) to our earth and space knowledge and how the scientific developments have helped us to solve problems. They communicate their ideas using multimodal texts including the use of data sheets and the creation of a popular media report.	They describe the key features of our solar system including celestial bodies such as our sun, planets and stars. Students will 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. Students will demonstrate their understanding of these relationships by creating an Oorarrrie.
HASS	<b>History / Civics and Citizenship</b> History – Australia in the past <ul style="list-style-type: none"> <li>• How have key figures, events and values shaped Australian society, its system of government and citizenship?</li> <li>• Why and how did Australia become a nation?</li> <li>• How did Australian society change throughout the twentieth century?</li> <li>• Who were the people who came to Australia? Why did they come?</li> <li>• What contribution have significant individuals and groups made to the development of Australian society?</li> </ul> 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	<b>Collection of Works:</b> 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 use a given template as the basis for the work.

	<p>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><b>Civics and Citizenship -Australians as global citizens</b></p> <ul style="list-style-type: none"> <li>• What are the roles and responsibilities of the different levels of government in Australia?</li> <li>• How are laws developed in Australia?</li> <li>• What does it mean to be an Australian citizen?</li> <li>• How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia</li> </ul> <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><b>Semester 1</b></p> <p><b>Design Technologies</b></p> <p>This unit focuses on how the features of technologies impact the design solution. Students' will critically examine parts and components of objects to explain their function and characteristics. During this unit, students' will communicate their ideas and designs through graphical representations of thumbnail sketches, diagrams and storyboards to illustrate designed solutions. To complete the unit, students will design and follow a sequence of steps to safely create a volcano simulation.</p>	<p><b>Multimodal Project</b></p> <p>Students will create an oorarrie demonstrating the movement of Earth and other planets relative to the sun including Earth's tilt, rotation on its axis and revolution.</p>
The Arts	<p><b>Visual Arts</b></p> <p><b>"Ani-ME"</b></p> <p>This unit is inspired by Ross Tran - an illustrator and concept artist on the Forbes 30 under 30 list. He began pursuing art seriously at 16 and completed a degree in Industrial Design. By 19, he worked on his first feature film (Earth to Echo) as a character designer and found further success with his charismatic and quirky YouTube channel - RossDraws – where he does lots and lots of art.</p> <p>This unit will enable the students to acquire the skills and knowledge required to experiment with digital imaging techniques and ideas using ProCreate and develop an individual style or voice. The final assessment will be the creation of a digital character based on themselves that incorporates colour theory and original symbology to enhance a fantastical personal story.</p> <p>Learning digital art equips children and aspiring artists with technical skills relevant to so many modern industries. It prepares them for future careers in a digitally-driven world, where technology and creativity are certainly linked. Digital</p>	<p><b>Creating</b></p> <p>Students use the ProCreate App to apply digital painting and printmaking techniques including layering and using personal symbology in their artwork.</p> <p><b>Responding</b></p> <p>Students will demonstrate their understanding of symbology through analysis of their own and other artists work explaining character design with a focus on expression, costume and environment.</p>

	<p>art represents the collaboration of creativity and technology, offering a future rich with innovation, accessibility, and new possibilities that traditional art alone cannot provide. It opens new career paths and creative possibilities, blending art with entertainment and technology. The future of art will rely on our children being equipped with some form of digital knowledge.</p>	
	<p><b>Music</b> Students will develop their singing skills while singing individually and with their peers. They will further their learning in how to read treble clef notation and compose using a familiar and unfamiliar rhythms when bucket drumming. Students will also further develop their ukulele playing skills.</p>	<p><b>Responding</b> Students will identify notes of treble clef notation.</p> <p><b>Composing and Performing</b> Students demonstrate their aural skills through a variety of written and aural activities by singing and playing musical instruments with correct technique, pitch and rhythm. They will also read and compose music.</p>
	<p><b>Drama</b> In this unit students will explore the fundamentals of drama, why it is made and performed. They will learn about the elements of drama and how to use them. Students will work collaboratively to create an improvisation drama that builds on character/role and tension in a selected scene from 'Where the wild things are'. They will explain how this dramatic action is communicated through the performance. Students plan, make, perform and actively respond to their developing drama and the drama of others.</p>	<p><b>Drama</b> Students will compile a collection of work throughout the unit that demonstrates their ability to devise, respond and perform drama of their chosen scene.</p>
Health and Physical Education	<p><b>Term 1</b> <b>Health</b> Topic 2: Respectful interactions Theme B: Conflict management Students will engage in discussions and learning activities about identity, stereotypes, discrimination, diversity and minority groups. Students will develop a deeper understanding of these topics that will assist them in demonstrating respect, empathy and the necessary skills to enhance their own and others health.</p> <p><b>Physical Education</b> Students to develop and apply specialised movement skills connected to ultimate frisbee including throwing, catching, running and jumping) in a range of activities and in a game of ultimate frisbee.</p> <p><b>Term 2</b> <b>Health</b> Topic 2: Respectful interactions Theme B: Conflict management Students to identify and react to situations in an appropriate matter in relation to discrimination and stereotypes.</p> <p><b>Physical Education</b> 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 specialised activities such as high jump, shot put and 100m, 200m and relay running races.</p>	<p><b>Health</b> Students will respond to a scenario outlining how they would react to a situation that included someone being discriminated against.</p> <p><b>Physical Education</b> Students will apply specialised movement skills into a range of activities including through traditional Indigenous Games and OzTag.</p> <p><b>Physical Education</b> Students will be assessed on their ability to demonstrate the specialised skills. They will be assessed on high jump, shot put, 100m, 200m running.</p>
LOTE (Language Other Than English)  Chinese	<p><b>(Mandarin) Language and Intercultural Understanding</b> 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</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"> <li>• Ongoing teacher observations occurring throughout the Chinese lesson focusing on student pronunciation,</li> </ul>

	<p>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>listening skills, vocabulary development, participation and cultural understandings</p> <ul style="list-style-type: none"><li>• Quizzes and questioning</li><li>• Vocabulary assessment (digital format)</li><li>• Student work samples – drawing, writing, visual representations</li></ul>
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