



AUSTRALIAN CURRICULUM – delivered through the resource of Curriculum into the Classroom

ENGLISH V8

Year 6 Level Description: The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Achievement Standard: By the end of Year 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. Students compare and analyse information in different and complex texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. They demonstrate an understanding of grammar, and make considered vocabulary choices to enhance cohesion and structure in their writing. They use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria.

	TERM 1	TERM 2	TERM 3	TERM 4		
ENGLISH	<p>Unit 1: Short stories Students listen to and read short stories by different authors. They investigate the ways authors use text structure, language features and strategies to create humorous effects. Students complete a comprehension task about a particular short story and other short stories they have read. They write a short story about a character that faces a conflict. Students also reflect on the writing process when making and explaining editorial choices.</p>	<p>Unit 2: Examining advertising in the media Students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuasive effect. They demonstrate their understanding of advertising texts' persuasive features through the creation of their own digital multimodal advertisement and an explanation of creative choices.</p>	<p>Unit 5: Exploring literary texts by the same author Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader. They compare two novels by the same author to identify aspects of author style. Students prepare a response analysing author style in the novel, and participate in a panel discussion.</p>	<p>Unit 6: Comparing texts Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Students identify the author's purpose and analyse similarities and differences in texts. They compare and analyse the effectiveness of each text in its ability to deliver a message. They write arguments persuading others to a particular point of view using specific structural and language features studied during the unit. Students transform an informative text into a literary text for younger audiences.</p>	<p>Unit 4: 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 establishes time and place for the reader and explores personal experiences.</p>	<p>Unit 3: Exploring news reports in the media Students listen to, read and view a variety of news reports from television, radio and the internet. Students identify and analyse bias in media reports. They evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience. They create a written response to a news report.</p>
	<p>Assessment: Short story <i>Written</i> Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.</p>	<p>Assessment: Create a multimodal advertisement <i>Poster/multimodal presentation</i> Students create a multimodal advertisement and explain how it persuades the viewer.</p>	<p>Assessment: Panel discussion <i>Oral</i> Students participate in a panel discussion to analyse and evaluate the style of an individual author.</p>	<p>Assessment: Argue a point of view <i>Written</i> Students argue a point of view about the effectiveness of literary and informative texts in conveying their message.</p>	<p>Assessment: Letter to the Future <i>Written</i> Students write a letter to a student in the future to evoke a sense of time and place.</p>	<p>Assessment: Evaluation of a news report (interview transcript) <i>Written</i> Students evaluate the use of language in a news report (interview transcript) that influences the audience to accept a particular point of view about a topic.</p>



MATHEMATICS V8

Year 6 Level Description: Three content strands: *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. At this year level: *Understanding* includes describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations; *Fluency* includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units, and interpreting timetables; *Problem Solving* includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays, and finding the size of unknown angles; *Reasoning* includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another, explaining why the actual results of chance experiments may differ from expected results.

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 interpret 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 describe probabilities using simple fractions, decimals and percentages.

MATHEMATICS

TERM 1	TERM 2	TERM 3	TERM 4
<p>Unit 1: Number and place value</p> <ul style="list-style-type: none"> Identify and describe properties of prime and composite numbers Select and apply mental and written strategies to problems involving all four operations <p>Fractions and decimals</p> <ul style="list-style-type: none"> Order and compare fractions with related denominators Add and subtract fractions with related denominators Calculate the fraction of a given quantity and solve problems involving the addition and subtraction of fractions <p>Money and financial mathematics</p> <ul style="list-style-type: none"> Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items <p>Using units of measurement</p> <ul style="list-style-type: none"> Solve problems involving the comparison of lengths and areas, and interpret and use timetables <p>Chance</p> <p>Represent the probability of outcomes as a fraction or decimal Conduct chance experiments</p> <p>Data representation and interpretation</p> <ul style="list-style-type: none"> 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 Identify the difference between categorical and numerical data 	<p>Unit 2: Number and place value</p> <ul style="list-style-type: none"> 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 <p>Fractions and decimals</p> <ul style="list-style-type: none"> 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 1 000 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 <p>Patterns and algebra</p> <ul style="list-style-type: none"> 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 <p>Using units of measurement</p> <ul style="list-style-type: none"> Make connections between volume and capacity <p>Shape</p> <ul style="list-style-type: none"> Problem solve and reason to create nets Construct models of simple prisms and pyramids <p>Geometric reasoning</p> <ul style="list-style-type: none"> Make generalisations about angles on a straight line, angles at a point and vertically opposite angles Use these generalisations to find unknown angles 	<p>Unit 3: Number and place value</p> <ul style="list-style-type: none"> 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 <p>Fractions and decimals</p> <ul style="list-style-type: none"> Add and subtract fractions with related denominators Calculate a fraction of a quantity Multiply and divide decimals by powers of ten Add and subtract decimals Multiply decimals by whole numbers Divide numbers that result in tenths and hundredths Solve problems involving fractions and decimals <p>Money and financial mathematics</p> <ul style="list-style-type: none"> Connect fractions and percentage Calculate percentages and discounts Calculate discounts of 10%, 25% and 50% on sale items <p>Patterns and algebra</p> <ul style="list-style-type: none"> Create and complete sequences involving fractions and decimals Describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems <p>Using units of measurement</p> <ul style="list-style-type: none"> Connect decimals to the metric system Convert between units of measure Compare length and solve problems involving length and area Connect volume and capacity <p>Location and transformation</p> <ul style="list-style-type: none"> Identify the four quadrants on a Cartesian plane Plot and locate ordered pairs in all four quadrants Apply one-step transformations and describe combinations of translations, reflections and rotations 	<p>Unit 4: Number and place value</p> <ul style="list-style-type: none"> Solve problems using the order of operations Solve multiplication and division problems using a written algorithm <p>Fractions and decimals</p> <ul style="list-style-type: none"> Add, subtract and multiply decimals Divide decimals by whole numbers Calculate a fraction of a quantity and percentage discount Compare and evaluate shopping options <p>Patterns and algebra</p> <ul style="list-style-type: none"> Represent number patterns in a table and graphically Use rules to continue patterns Write a rule to describe a pattern Apply the rule to find the value of unknown terms <p>Location and transformation</p> <ul style="list-style-type: none"> Apply translations, reflections and rotations to create symmetrical shapes <p>Geometric reasoning</p> <ul style="list-style-type: none"> Measure and describe angles Apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts <p>Chance</p> <ul style="list-style-type: none"> Conduct chance experiments Record data in a frequency table Calculate relative frequency Write probability as a fraction, decimal or percent Compare observed and expected frequencies <p>Data representation and interpretation</p> <ul style="list-style-type: none"> Compare primary and secondary data Source secondary data Explore data displays in the media Problem solve and reason by interpreting secondary data



<p>Assessment: Interpreting and comparing data displays Short answer questions Students interpret and compare data displays. Interpreting and using timetables Short answer questions Students interpret and use timetables and cost information to determine a travel schedule.</p>	<p>Assessment: Applying the order of operations Short answer questions Students write and apply the correct use of brackets and order of operations in number sentences. Investigating angles Short answer questions Students find unknown angles using the relationships between angles on a straight line, vertically opposite angles and angles at a point</p>	<p>Assessment: Identifying number properties and calculating percentage discounts Short answer questions Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages Locating integers and describing and transformations Short answer questions Students describe the use of integers in everyday contexts, locate integers on a number line, locate and ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations Calculating fractions and decimals Short answer questions Students locate fractions on a number line, solve problems involving the addition and subtraction of related fractions, calculate a simple fraction of a quantity and describe rules for sequences, involving fractions and decimals. To perform calculations on decimals including multiplying and dividing by powers of 10 and make connections between capacity and volume.</p>	<p>Assessment: Describing probabilities and comparing frequencies Short answer questions Students compare observed and expected frequencies and write probabilities as fractions, decimals and percentages.</p>
---	--	---	--



HUMANITIES AND SOCIAL SCIENCES - HISTORY/GEOGRAPHY V7.5

History Year 6 Level Description: The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. The history content at this year level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this year level are:

- 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?

Geography Year 6 Level Description: A *diverse and connected world* takes a global view of geography and focuses particularly on the concepts of place and interconnections. The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data. The key inquiry questions for Year 6 are articulated below.

- How do places, people and cultures differ across the world?
- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?

History Achievement Standard:

Geography Achievement Standard:

TERM 1 - HISTORY		TERM 2 - GEOGRAPHY		TERM 3 - HISTORY		TERM 4 - GEOGRAPHY		
HASS - HISTORY/GEOGRAPHY	<p>Unit 1: Investigating the development of the Australian nation Inquiry questions:</p> <ul style="list-style-type: none"> • Why and how did Australia become a nation? • How did Australian society change throughout the twentieth century? <p>Students:</p> <ul style="list-style-type: none"> • recognise the significance of and key events in the development of Australia as a nation • 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 people and/or Torres Strait Islander peoples, migrants and women • identify continuities and/or changes in the periods before and after Federation • explain the significance of individuals or groups who advocated for rights or were the beneficiaries of policies and legislation. 		<p>Unit 1: Exploring a diverse world Inquiry question/s:</p> <ul style="list-style-type: none"> • How do places, people and cultures differ across the world? <p>Students:</p> <ul style="list-style-type: none"> • draw on studies at different scales, including Australia and the location of the major countries in the Asia region • understand that the range environments across the world has led people to create communities characterised by diversity, for example, diversity in beliefs, economic activity and varied ways of living • use geographical tools to identify the geographical divisions of Asia, locate the major countries of Asia, and describe their relative and absolute location to Australia using direction and distance • collect and record relevant geographical data and information from secondary sources to identify the distribution of Indigenous or First peoples in selected countries in Asia and the Pacific • represent data in different forms • represent the location of places and their characteristics in different graphic forms, including constructing large-scale and small scale maps conforming to cartographic conventions • interpret data and other information to identify patterns and trends, and infer relationships between economic, demographic and social characteristics of selected countries in Asia and Australia • form conclusions about geographical diversity within Asia and that this diversity is expressed as differences in economic, demographic and social characteristics. 		<p>Unit 2: Investigating the development of Australia as a diverse society Inquiry questions:</p> <ul style="list-style-type: none"> • Who were the people who came to Australia? Why did they come? • What contribution have significant individuals and groups made to the development <p>Students:</p> <ul style="list-style-type: none"> • locate information in sources to discover stories of groups of people who migrated to Australia and the reasons they migrated • investigate the contributions of individuals and groups, particularly migrant groups, to the development of Australian society • compare the experiences of migrant groups over time • pose questions and use information from sources to answer questions to investigate the experiences of migrant groups. 		<p>Unit 2: Exploring Australia's connections with other countries Inquiry questions:</p> <ul style="list-style-type: none"> • What are Australia's global connections between people and places? • How do people's connections to places affect their perception of them? <p>Students:</p> <ul style="list-style-type: none"> • draw on studies at different scales, including Australia major countries of Asia or a region within Asia • understand that the characteristics of places are affected by global and local influences, and becoming increasingly connected at the same scale and across scales • develop an inquiry question about the ways people in their local community are connected to Asia or a selected country of Asia, and plan an inquiry guided by this question • collect and record relevant geographical data and information from primary and secondary sources on significant events that connect people and places throughout the world and the various connections Australia has with Asia or a selected country of Asia • collect and record relevant geographical data and information, using ethical protocols, from primary and/or secondary sources, on how these connections change people and places • evaluate sources for their usefulness • present findings, using geographical terms, on how connections between Australia and Asia or a selected country of Asia are reciprocal and interdependent, and have changed places and affected people • propose action on how to increase the awareness of the effect of people's connections to and proximity of people to places has on their awareness and opinion of places in Asia or a selected country of Asia, and describe the expected effects of their proposal. 	



<p>Assessment: <i>Collection of work — Australian nation</i> Students explain the significance of Henry Parkes' contribution to Federation, to sequence events related to the history of Aboriginal peoples and Torres Strait Islander peoples after the arrival of Europeans and to describe points of view, and the causes and effects of changes to the status and rights of women during the twentieth century.</p>	<p>Assessment: Collection of work (Multimodal or written) Student respond to a series of focused tasks related to specific steps in the process of geographical inquiry. They use geographical methods to represent, interpret and analyse geographical data and other information.</p>	<p>Assessment: <i>Research — Migrant experiences</i> Students conduct an historical inquiry to compare the different experiences of people who migrated to Australia from other countries.</p>	<p>Assessment: Research (Written) Students ask geographical questions and proceed through the collection, recording, and sorting of information to draw conclusions and propose action.</p>
--	--	---	--



SCIENCE V8

Year 6 Level Description: The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-year band. In Year 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale, to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and learn how to look for patterns and relationships between variables. They develop explanations for the patterns they observe, drawing on evidence.

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 when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions. 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 appropriate representations and construct multimodal texts to communicate ideas, methods and findings.

SCIENCE V8				
SCIENCE	Year 6 Level Description and Achievement Standard			
	TERM 1	TERM 2	TERM 3	TERM 4
	<p>Unit 1: Making changes Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.</p> <p>Assessment: Testing change: Reversible or irreversible? <i>Experimental investigation</i> Students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings.</p>	<p>Unit 2: Energy and electricity Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity has affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.</p> <p>Assessment: Analysing energy and electricity <i>Supervised assessment</i> Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. Students explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>	<p>Unit 3: Our changing world 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 by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.</p> <p>Assessment: Explaining natural events and change <i>Exam</i> Students explain how natural events cause rapid changes to the Earth's surface and identify contributions to the development of science by people from a range of cultures. They identify how research can improve data.</p>	<p>Unit 4: Life on Earth Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.</p> <p>Assessment: Investigating mouldy bread <i>Experimental investigation</i> Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. They collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.</p>



HEALTH AND PHYSICAL EDUCATION V8

HEALTH AND PHYSICAL EDUCATION	<p>Years 5 and 6 Band Description: The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time. The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. They also explore a range of factors and behaviours that can influence health, safety and wellbeing. Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Year 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.</p> <p>Achievement Standard: By the end of Year 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural 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. They examine how physical activity supports community wellbeing and cultural understanding. Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision making and problem solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills 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 creating movement sequences.</p>			
	MOVEMENT AND PHYSICAL ACTIVITY V8			
	TERM 1	TERM 2	TERM 3	TERM 4
	<p>Unit 1: Junior Lifesaver Students practice specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue and real life situations. Students apply critical and creative thinking processes in order to generate and assess solutions to lifesaving challenges.</p> <p>Assessment: Practical Observations/checklists</p>	<p>Unit 2: Fitness fun Students develop specialised movement skills within different fitness contexts. They participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing</p> <p>Assessment: Practical Observations/checklists</p>	<p>Unit 3: 'All codes' football Students perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes in "All codes" football.</p> <p>Assessment: Practical Observations/checklists</p>	<p>Unit 4: Over the net Students perform specialised tennis skills. They combine and perform specialised tennis skills to open up space on the court to win or gain the upper hand within gameplay. They demonstrate skills to work collaboratively and play fairly during tennis related activities and games.</p> <p>Assessment: Practical Observations/checklists</p>

TECHNOLOGIES V8

TECHNOLOGIES	<p>Years 5 and 6 Digital Technologies Band Description: Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as identifying similarities in different problems, and describing smaller components of complex systems. It also focuses on the sustainability of information systems for current and future uses. By the end of Year 6, students will have had opportunities to create a range of digital solutions, such as games or quizzes and interactive stories and animations. In Years 5 and 6, students develop an understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data, and are introduced to the concept of data states in digital systems and how data are transferred between systems. They learn to further develop abstractions by identifying common elements across similar problems and systems and develop an understanding of the relationship between models and the real-world systems they represent. Students' progress from managing the creation of their own ideas and information for sharing to working collaboratively. When engaging with others, they take personal and physical safety into account, applying social and ethical protocols that acknowledge factors such as social differences and privacy of personal information. They also develop their skills in applying technical protocols, such as devising file naming conventions that are meaningful, and determining safe storage locations to protect data and information.</p> <p>Digital Technologies Achievement Standard: By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types. Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.</p>			
	DIGITAL TECHNOLOGIES V8			
	SEMESTER 1		SEMESTER 2	
	<p>Unit 1: Data changing our world Part A and B In this unit students will investigate how information systems meet local and community needs. They will explore information systems, including systems that deliver community information or promote health and wellbeing, and explain how they meet needs. They will define problems by considering what the need is, what data is required, who the audience is and how they will interact with the solution, and what features need to be included.</p> <p>Assessment: Observations/checklists/portfolios</p>	<p>Assessment: Observations/checklists/portfolios</p>	<p>Unit 1: Data changing our world Part C In this unit the students will create an interactive spreadsheet solution that helps people make good budget choices. They will collect, manage and analyse data using a range of software (such as spreadsheets). They will also interpret and visualise data to create information.</p> <p>Assessment: Observations/checklists/portfolios</p>	<p>Assessment: Observations/checklists/portfolios</p>



THE ARTS 7.5

Years 5 and 6 Drama Band Description: In Years 5 and 6, learning in Drama builds on the experience of the previous band. It involves students making and responding to devised and scripted drama independently and collaboratively with their classmates, teachers and communities.

Years 5 and 6 Visual Arts Band Description: In Years 5 and 6, learning in Visual Arts builds on the experience of the previous band. It involves students making and responding to visual arts independently, and collaboratively with their classmates, teachers and communities.

Years 5 and 6 Music Band Description: In Years 5 and 6 learning in Music builds on the experience of the previous band. It involves students making and responding to music independently and collaboratively with their classmates, teachers and communities.

Drama Arts Achievement Standard: By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, play building and performances of devised and scripted drama for audiences.

Visual Arts Achievement Standard: By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making. Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.

Music Achievement Standard: By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places. Students use rhythm, pitch and form symbols and terminology to compose and perform music. They 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.

MUSIC V8

SEMESTER 1

SEMESTER 2

UNIT 3: Rhythmic riot
 In this unit, students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.
 Students will:

- explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion
- develop technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in
- music from the community featuring ostinato
- rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and
- body percussion
- explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal music and Torres Strait Islander music that feature ostinato and body percussion.

UNIT 3: Rhythmic riot
 In this unit, students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music.
 Students will:

- explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns found in ostinato and body percussion
- develop technical and expressive skills in singing and playing instruments (including body percussion) with understanding of rhythm, pitch and form in a range of pieces, including in
- music from the community featuring ostinato
- rehearse and perform music including music they have composed by improvising, sourcing and arranging ideas and making decisions to engage an audience incorporating ostinato and
- body percussion
- explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal music and Torres Strait Islander music that feature ostinato and body percussion.

Assessment:
Part A: Making — Performing
 Perform two songs with rhythmic accompaniment for an audience.
Part B: Making — Composing
 Compose a piece of music using ostinato, melody and accompaniment.
Part C: Responding
 Describe and discuss music you listen to, compose and perform.

Assessment:
Part A: Making — Performing
 Perform a jingle for a TV advertisement
Part B: Making — Composing
 Compose a jingle
Part C: Responding
 Describe and discuss music you listen to, compose and perform.

VISUAL ARTS

SEMESTER 1

SEMESTER 2

UNIT 1: My Country
 Students used sketching techniques to draw illustrations of Australia, reflecting the imagery of the poem, 'My Country'.

UNIT 2: Earth and Beyond
 Students use the medium of oil pastels to draw a volcano that reflects the colours, contrasts and visual stimulation when this landscape feature erupts.

Assessment:
 Collection of work

Assessment:
 Collection of work

THE ARTS