

## Year 6 Curriculum Framework

YEAR 6 ENGLISH							
CURRICULUM INTENT	TERM 1	TERM 2	TERM 3	TERM 4			
	NARRATIVE	PERSUASIVE TEXT	HISTORICAL INFORMATIVE	INFORMATIVE RESPONSE <small>(arguing a point of view)</small>			
CURRICULUM INTENT	<p><b>Exploring Literary texts by the same and different authors</b> Students listen to and read short stories by the same and different authors. Students investigate the ways authors use text structure, language features and strategies to create humorous effects. Students identify language choices and author strategies used to influence the reader. Students will analyse author's purpose around character, themes, plot and structure. <i>(C2C Units 1 and 5)</i></p>	<p><b>Examining advertising and news reports in the media</b> Students read, view and listen to advertisements and news reports in print and digital media. Students understand how language and text features can be combined for persuasive effect. Students identify and analyse bias in media reports and advertisements. Students evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience. <i>(C2C Units 2 and 3)</i></p>	<p><b>Interpreting Literary texts</b> Students listen to, read and view extracts from literary texts set in earlier times. Students demonstrate their understanding of how the events and characters are created within historical contexts <i>(C2C Unit 4)</i></p>	<p><b>Comparing Texts</b> 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. <i>(C2C Unit 6)</i></p>			
ASSESSMENT	<p><b>Writing a short story</b> Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.</p> <p><b>Panel discussion</b> Students participate in a panel discussion to analyse and evaluate the style of an individual author</p>	<p><b>Create a multimodal advertisement</b> Students create a multimodal advertisement and explain how it persuades the viewer.</p> <p><b>Evaluation of a news report (interview transcript)</b> 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>	<p><b>A letter to the future</b> Students write a letter as a migrant from the past, addressing questions to evoke a sense of time and place.</p> <p><b>Reading comprehension</b> Students read and comprehend a letter from a different historical context and analyse and explain language features.</p>	<p><b>Arguing a point of view</b> Students argue a point of view about the effectiveness of literary and informative texts in conveying their message.</p> <p><b>Speaking Competition</b></p>			
<b>YEAR 6 ENGLISH ACHIEVEMENT STANDARD</b>				<b>WHEN ASSESSED</b>			
				T 1	T 2	T 3	T 4
<b>Receptive modes (listening, reading and viewing)</b>							
Students understand how the use of text structures can achieve particular effects.							
Students 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.							
Students select and use evidence from a text to explain their response to it.							
Students listen to discussions, clarifying content and challenging others' ideas.							
<b>Productive modes (speaking, writing and creating)</b>							
Students understand how language features and language patterns can be used for emphasis.							
Students show how specific details can be used to support a point of view.							
Students 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							
Students make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.							
Students demonstrate an understanding of grammar and make considered vocabulary choices to enhance cohesion and structure in their writing.							
Students use accurate spelling and punctuation for clarity and make and explain editorial choices based on criteria							

## YEAR 6 - MATHEMATICS

Term 1	Term 2	Term 3	Term 4
Summative Assessment			
<p><b>Interpreting and comparing data displays</b> Students interpret, compare and analyse data displays to make decisions.</p> <p><b>Interpreting and using timetables</b> Students interpret and use timetables and cost information to determine a travel schedule.</p> <p><b>Investigating Length and Area</b> Students use simple strategies to reason and solve a measurement inquiry question.</p>	<p><b>Applying the order of operations</b> Students write and apply the correct use of brackets and order of operations in number sentences.</p> <p><b>Investigating angles</b> Students solve problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point.</p> <p>Investigating Shape Students construct simple prisms and pyramids.</p>	<p><b>Identifying number properties and calculating percentage discounts</b> 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 as different representations of the same number.</p> <p><b>Locating integers and describing transformations</b> Students describe the use of integers in everyday contexts, locate integers on a number line, locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.</p> <p><b>Describing probabilities and comparing frequencies</b> Students compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages.</p>	<p><b>Calculating fractions and decimals</b> 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. Students perform calculations on decimals including multiplying and dividing by powers of 10 and make connections between capacity and volume</p> <p><b>Investigating and interpreting secondary data</b> I can interpret secondary data displayed in digital media (Assessed in HASS Unit 3 )</p> <p><b>Consumer and Financial decisions – Making decisions to benefit the community</b> (PART A of HASS Unit 5 – to be taught during Mathematics and Assessed as HASS)</p>

YEAR 6 MATHEMATICS ACHIEVEMENT STANDARD					WHEN ASSESSED				
					T 1	T 2	T 3	T 4	
<b>Number and Algebra</b>									
<b>Number and place value</b>									
Students recognise the properties of prime, composite, square and triangular numbers.									
Students locate integers on a number line.									
Students describe the use of integers in everyday contexts.									
Students solve problems involving all four operations with whole numbers.									
<b>Fractions and Decimals</b>									
Students connect fractions, decimals and percentages as different representations of the same number.									
Students 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.									
Students locate fractions on a number line.									
Students calculate a simple fraction of a quantity.									
Students add, subtract and multiply decimals and divide decimals where the result is rational.									
<b>Money and financial mathematics</b>									
Students calculate common percentage discounts on sale items.									
<b>Patterns and algebra</b>									
Students describe rules used in sequences involving whole numbers, fractions and decimals.									
Students write correct number sentences using brackets and order of operations.									
<b>Measurement and Geometry</b>									
<b>Using units of measurement</b>									
Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation.									
Students make connections between capacity and volume.									
Students solve problems involving length and area.									

Students interpret timetables.				
<b>Shape</b>				
Students construct simple prisms and pyramids.				
<b>Location and Transformation</b>				
Students describe combinations of transformations.				
Students locate an ordered pair in any one of the four quadrants on the Cartesian plane.				
<b>Geometric Reasoning</b>				
Students solve problems using the properties of angles.				
<b>Statistics and Probability</b>				
<b>Chance</b>				
Students compare observed and expected frequencies.				
Students describe probabilities using simple fractions, decimals and percentages.				
<b>Data representation and interpretation</b>				
Students interpret and compare a variety of data displays including those displays for two categorical variables.				
Students interpret secondary data displayed in the media.				

## YEAR 6 - SCIENCE

Term 1	Term 2	Term 3	Term 4
<p><b>Earthquake Explorer</b> In this unit students explore sudden geographical changes or extreme weather conditions that affect the Earth's surface. (Primary Connections / C2C Unit 3)</p>	<p><b>Exploring energy and electricity</b> In this unit students will investigate electrical circuits as a means of transferring and transforming electricity. (Primary Connections / C2C Unit 2)</p>	<p><b>Change Detectives</b> In this unit, students explore melting, evaporating, dissolving, burning and chemical reactions. (Primary Connections / C2C Unit 1)</p>	<p><b>Marvellous micro-organisms</b> In this unit students will explore the environmental conditions that affect the growth and survival of living things. Students will use simulations to plan and conduct fair tests and analyse the results of these tests. (Primary Connections / C2C Unit 4)</p>

### Summative Assessment

<p><b>Earthquake Explorers.</b> Students write an explanation on Earthquakes that shows their knowledge and understanding of earthquakes. Students explain how natural events cause rapid changes to Earth's surface and identify contributions to the development of science by people from a range of cultures. Students identify how research can improve data.</p>	<p><b>Exploring energy and electricity</b> 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><b>Change Detectives</b> Students identify and explain physical and chemical changes in everyday materials. 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><b>Investigating mouldy bread</b> 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. Students 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>
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### YEAR 6 SCIENCE ACHIEVEMENT STANDARD

#### WHEN ASSESSED

	T 1	T 2	T 3	T 4
<b>Science Understanding</b>				
Students compare and classify different types of observable changes to materials.				
Students analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity.				
Students explain how natural events cause rapid change to Earth's surface.				
Students describe and predict the effect of environmental changes on individual living things.				
<b>Science as a Human Endeavour</b>				
Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.				
<b>Science Inquiry Skills</b>				
Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships.				
Students identify variables to be changed and measured and describe potential safety risks when planning methods.				
Students collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data.				
Students describe and analyse relationships in data using appropriate representations & construct multimodal texts to communicate ideas, methods & findings.				

## YEAR 6 - HASS

Term 1	Term 2	Term 3	Term 4
<p><b>Australia in the Past</b> Inquiry questions: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i> In this unit, students:</p> <ul style="list-style-type: none"> <li>examine the key figures, events and ideas that led to Australia's Federation and Constitution</li> <li>recognise the contribution of individuals and groups to the development of Australian society since Federation</li> <li>investigate the key institutions, people and processes of Australia's democratic and legal system</li> <li>locate, collect and interpret information from primary sources</li> <li>sequence information about events and the lives of individuals in chronological order</li> </ul> <p>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.</p> <p>(C2C Unit 1)</p>	<p><b>Australians as citizens</b> Inquiry questions: <i>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?</i> In this unit, students:</p> <ul style="list-style-type: none"> <li>recognise the responsibilities of electors and representatives in Australia's democracy</li> <li>consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens</li> <li>identify different points of view and solutions to an issue</li> <li>generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others</li> <li>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</li> <li>investigate stories of groups of people who migrated to Australia since Federation</li> <li>sequence information about events and represent time by creating timelines</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.</li> </ul> <p>(C2C Unit 2)</p>	<p><b>Australia in a diverse world</b> Inquiry questions: <i>How do places, people and cultures differ across the world?</i> In this unit, students:</p> <ul style="list-style-type: none"> <li>examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia</li> <li>investigate differences in the economic, demographic and social characteristics of countries across the world</li> <li>consider the world's cultural diversity, including that of its indigenous peoples</li> <li>identify Australia's connections with other countries</li> <li>organise and represent data in large- and small-scale maps using appropriate conventions</li> <li>interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places</li> <li>present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.</li> </ul> <p>(C2C Unit 3)</p>	<p><b>Australia's global connections /</b> Inquiry questions: <i>How do Australia's global connections influence my role as a global citizen?</i></p> <p><b>Making decisions to benefit my community</b> Inquiry questions: <i>How can resources be used to benefit individuals, the community and the environment?</i></p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>identify how Australia's connections with other countries change people and places</li> <li>recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places</li> <li>develop appropriate questions to frame an investigation</li> <li>locate and collect useful data and information from primary and secondary sources</li> <li>organise and represent data in a range of formats, using appropriate conventions</li> <li>interpret data to identify, patterns and trends, and to infer relationships</li> <li>identify different points of view and solutions to an issue reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal</li> </ul> <p>(C2C Units 4)</p> <p><b>Consumer and Financial decisions – Making decisions to benefit the community</b> (PART A of HASS Unit 5 – to be taught during Mathematics and Assessed as HASS)</p>
Summative Assessment			
<p><b>Assessment task</b> To explain the significance of key people, events, institutions and processes to the development of the Australian nation.</p>	<p><b>Assessment task</b> To investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian democracy and citizenship for different groups in the past.</p>	<p><b>Assessment task</b> To demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms.</p>	<p><b>Assessment task</b> To investigate the effects of trade connections between Australia and Asia. To explain ways that resources can be used to benefit individuals, the community and the environment.</p>

YEAR 6 HASS ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T 2	T 3	T 4
<b>Knowledge and Understanding</b>				
Students explain the significance of an event/development, an individual and/or group.				
Students identify and describe continuities and changes for different groups in the past and present.				
Students describe the causes and effects of change on society.				
Students compare the experiences of different people in the past.				
Students describe, compare and explain the diverse characteristics of different places in different locations from local to global scales.				
Students describe how people, places, communities and environments are diverse and globally interconnected and identify the effects of these interconnections over time.				
Students explain the importance of people, institutions and processes to Australia's democracy and legal system.				
Students describe the rights and responsibilities of Australian citizens and the obligations they may have as global citizens.				
Students recognise why choices about the allocation of resources involve trade-offs.				<b>MATHS</b>
Students explain why it is important to be informed when making consumer and financial decisions.				<b>MATHS</b>
Students identify the purpose of business and recognise the different ways that businesses choose to provide goods and services.				<b>MATHS</b>
Students explain different views on how to respond to an issue or challenge.				
<b>Inquiry and skills</b>				
Students develop appropriate questions to frame an investigation.				
Students locate and collect useful data and information from primary and secondary sources.				
Students examine sources to determine their origin and purpose and to identify different perspectives in the past and present.				
Students interpret data to identify, describe and compare distributions, patterns and trends, and to infer relationships, and evaluate evidence to draw conclusions.				
Students sequence information about events, the lives of individuals and selected phenomena in chronological order and represent time by creating timelines.				
Students organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions.				
Students collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others.				
Students reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal.				
Students present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.				

## YEAR 6 - TECHNOLOGIES

DESIGN TECHNOLOGIES - Semester 1	DIGITAL TECHNOLOGIES - Semester 2
<p><b>Hands off</b> (Engineering principles and systems)</p> <p>In this unit, students will investigate how electrical energy can control movement, sound or light in a designed product or system. Students will design a solution to an environment's security need and make an electrical device that is part of the solution.</p> <p><i>(C2C Unit 2)</i> <i>(Linked to Science Unit Energy and Electricity)</i></p>	<p><b>A-maze-ing digital designs</b></p> <p>In this unit students engage in a number of activities, including:</p> <ul style="list-style-type: none"> <li>investigating the functions and interactions of digital components and data transmission in simple networks, as students solve problems relating to digital systems</li> <li>following, modifying and designing algorithms that include branching and repetition</li> <li>developing skills in using a visual programming language within a maze game context</li> <li>working collaboratively to create a new maze game.</li> </ul> <p><i>(C2C Unit 1)</i></p>

### Summative Assessment

<p><i>Portfolio</i></p> <p>Assessment will gather evidence of student's ability to:</p> <ul style="list-style-type: none"> <li>Describe competing factors in the design of electrical devices</li> <li>Explain how electrical systems are designed to meet present and future needs.</li> <li>Explain how electrical energy controls movement, sound or light in a designed solution</li> <li>Explain how needs can be met with a designed solution.</li> <li>Generate and refine ideas.</li> <li>Select and use appropriate technologies and techniques to safely produce a working device.</li> <li>Record project plans including production processes.</li> <li>Establish and use criteria for success to evaluate a design.</li> </ul>	<p><i>Portfolio</i></p> <p>Assessment of student learning will be gathered from an assessment portfolio which includes a collaborative digital solution.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explain the fundamentals of digital systems</li> <li>explain how digital systems are connected to form networks</li> <li>define problems in terms of data and functional requirements</li> <li>design a user interface and incorporate decision making and repetition into designs</li> <li>implement their digital solutions</li> <li>explain how student solutions are sustainable and meet needs.</li> </ul>
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YEAR 5 & YEAR 6 TECHNOLOGIES ACHIEVEMENT STANDARD	WHEN ASSESSED	
	SEMESTER 1	SEMESTER 1
<b>DIGITAL TECHNOLOGIES</b>		
<b>Knowledge and Understanding</b>		
Students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks.		
Students explain how digital systems use whole numbers as a basis for representing a variety of data types.		
<b>Processes and Production Skills</b>		
Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems.		
Students incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program.		
Students 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.		
<b>DESIGN TECHNOLOGIES</b>		
<b>Knowledge and Understanding</b>		
Students describe competing considerations in the design of products, services and environments, taking into account sustainability.		
Students describe how design and technologies contribute to meeting present and future needs.		
Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.		
<b>Processes and Production Skills</b>		
Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities.		
Students suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions.		
Students combine design ideas and communicate these to audiences using graphical representation techniques and technical terms.		
Students record project plans including production processes.		
Students select and use appropriate technologies and techniques correctly and safely to produce designed solutions.		



## YEAR 6 - THE ARTS

Term 1	Term 2	Term 3	Term 4
<b>VISUAL ARTS</b>	<b>MEDIA ARTS</b>	<b>DANCE</b>	<b>DRAMA</b>
<b>Visual Arts Specialist</b>	<b>Examining Media texts</b> In this unit, students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving image genre. <i>(Link to Term 2 English)</i>	<b>Creative Dance</b> (Creative Dance Industries) In this unit students respond to, perform and choreograph dance.	<b>Dramatic transformations</b> In this unit, students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action.

### Summative Assessment

<p>Students explore artworks that inspire the making of a mixed media sculpture.</p> <p><b>Part A: Making</b></p> <ul style="list-style-type: none"> <li>Plan and design — explore artworks to plan and display a mixed media sculpture.</li> <li>Create — make a mixed media sculpture that is displayed to enhance meaning for an audience.</li> </ul> <p><b>Part B: Responding</b></p> <p>Explain how ideas are represented in mixed media sculptures that you have viewed and made. Describe the influences of artworks on your art making.</p>	<p>Students explore media artworks that inform the making of a collaborative television-style advertisement.</p> <p><b>Part A:</b></p> <ul style="list-style-type: none"> <li>Written response comparing persuasive techniques used in television advertisements</li> <li>Reflection on persuasive techniques used</li> </ul> <p><b>Part B:</b></p> <ul style="list-style-type: none"> <li>Plan and design (pre-production): work collaboratively to plan and design a television-style advertisement:</li> <li>Production: work collaboratively to make and share a television-style advertisement.</li> </ul>	<p><b>Part A: Making — Performing/ Choreographing</b></p> <ul style="list-style-type: none"> <li>Perform a dance to communicate ideas (meaning) about Australian culture.</li> <li>Choreograph a dance which communicates ideas (meaning) about Australian cultures.</li> </ul> <p><b>Part B: Responding</b></p> <p>Describe and explain dance made, performed and viewed.</p>	<p>Students devise, perform and respond to drama based on the style of melodrama.</p> <ul style="list-style-type: none"> <li>Devise a drama in the style of melodrama.</li> <li>Explain and describe drama made, performed and viewed.</li> <li>Perform a devised and scripted melodrama.</li> </ul>
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### YEAR 5 & YEAR 6 THE ARTS ACHIEVEMENT STANDARD

#### WHEN ASSESSED

	T 1	T 2	T 3	T 4
<b>DANCE</b>				
Students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view.				
Students describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.				
Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning.				
Students work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.				
<b>DRAMA</b>				
Students explain how dramatic action and meaning is communicated in drama they make, perform and view.				
Students 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, playbuilding and performances of devised and scripted drama for audiences.				
<b>MEDIA ARTS</b>				
Students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view.				
Students explain the purposes and audiences for media artworks made in different cultures, times and places.				
Students work collaboratively using technologies to make media artworks for specific audiences and purposes using story principles to shape points of view and genre conventions, movement and lighting.				
<b>VISUAL ARTS</b>				
Students explain how ideas are represented in artworks they make and view.				
Students 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.				
Students demonstrate different techniques and processes in planning and making artworks.				
Students describe how the display of artworks enhances meaning for an audience.				



MUSIC					
		SEMESTER 1		SEMESTER 2	
<b>KNOWLEDGE, UNDERSTANDING &amp; SKILLS</b>	<i>Rhythm</i>	<ul style="list-style-type: none"> <li>• Synco-pa</li> </ul>		<ul style="list-style-type: none"> <li>• triplet</li> </ul>	
	<i>Pitch</i>	<ul style="list-style-type: none"> <li>• Arpeggios</li> <li>• Major vs. minor tonality</li> <li>• Major scales – G/D (sharps)</li> </ul>		<ul style="list-style-type: none"> <li>• Flats</li> <li>• Major scales – F/Bb (flats)</li> <li>• Bass clef</li> </ul>	
	<i>Dynamics &amp; Expression</i>	<ul style="list-style-type: none"> <li>• Accents</li> </ul>			
	<i>Form &amp; Structure</i>	<ul style="list-style-type: none"> <li>• Riffs</li> </ul>		<ul style="list-style-type: none"> <li>• Rondo form (ABACA)</li> </ul>	
	<i>Timbre &amp; Texture</i>	<ul style="list-style-type: none"> <li>• Acoustic/electronic sounds (electric guitar, bass guitar, synthesizer, digital)</li> </ul>		<ul style="list-style-type: none"> <li>• Voice &amp; instrument types (soprano, alto, tenor, bass)</li> </ul>	
	<b>SKILLS</b>	<p style="text-align: center;"><b>MAKING</b></p> <ul style="list-style-type: none"> <li>• Create, write, perform and identify 8 beat rhythmic patterns (aural skills)</li> <li>• Perform arpeggios and major scales on glock/xylo/ukulele</li> <li>• Read and write treble notation d-g' (D scale/G scale)</li> <li>• Create, write &amp; perform riffs</li> <li>• Identify familiar instrument timbres in isolation (aural skills)</li> <li>• Perform role in ensemble (vocals/ ukulele/xylo/glock)</li> </ul>	<p style="text-align: center;"><b>RESPONDING</b></p> <ul style="list-style-type: none"> <li>• Reflect/evaluate own performance</li> <li>• Identify positive/ successful elements in peer performances</li> </ul>	<p style="text-align: center;"><b>MAKING</b></p> <ul style="list-style-type: none"> <li>• Create, write, perform and identify 8 beat rhythmic patterns (aural skills)</li> <li>• Perform major scales on glock/xylo/ukulele</li> <li>• Read and write treble notation Bb-f' (Bb scale/F scale)</li> <li>• Identify familiar instrument timbres in combination (aural skills)</li> <li>• Perform role in ensemble (vocals/ ukulele/xylo/glock)</li> </ul>	<p style="text-align: center;"><b>RESPONDING</b></p> <ul style="list-style-type: none"> <li>• Reflect/evaluate own performance</li> <li>• Identify positive/ successful elements in peer performances</li> </ul>
<b>Summative Assessment</b>					
<i>Perform</i>	Riff (Ukelele) Arpeggio & Major scales (C D G) on xylo/glock		Arpeggio & Major scale on xylo/glock (F & Bb) Sing + ukulele (I IV V vi)		
<i>Respond</i>	Self-evaluation Sheet (6)		Self-evaluation Sheet Respond to piece of music – compare mood/ instrument timbre/tempo/ volume/texture/ form		
<i>Create</i>	Riff (I IV V I progression in G Major)		Rondo (ABACA) melody (10 bars) - use format sheet		
<i>Aural Skills</i>	Instrument timbre Rhythm patterns (8 beat)		Instrument timbre (combo) Rhythm patterns (8 beat) Chords		
<b>YEAR 5 &amp; YEAR 6 THE ARTS ACHIEVEMENT STANDARD</b>				<b>WHEN ASSESSED</b>	
				<b>SEMESTER 1</b>	<b>SEMESTER 2</b>
<b>MUSIC</b>					
Students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform.					
Students 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.					
Students 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.					

## YEAR 6 - HEALTH AND PHYSICAL EDUCATION

### HEALTH

#### SEMESTER 1

##### Let's all be active

Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.

(C2C Unit 2 – Students create a PE game)

#### SEMESTER 2

##### Transitioning

Students explore the feelings, challenges, and issues associated with making the transition to secondary school. Students devise strategies to assist them in making a smooth transition. (C2C Unit 4)

**Michael Jeh / Human Sexuality**

### Summative Assessment

##### Collection of Work

Students will describe the significance of physical activity to health and wellbeing, to describe their own and others' contributions to safety and wellbeing. Students examine how physical activity, celebrating diversity and connecting to the environment supports support community wellbeing and cultural understanding.

##### Collection of Work

Students investigate developmental changes and transitions and the changing nature of personal and cultural identities during the transition to secondary school. Students recognise the influence of emotions and discuss factors that influence how people interact in new situations.

### PHYSICAL EDUCATION

#### Term 1

#### Term 2

#### Term 3

#### Term 4

**Hand/Eye Co Operative Games**

**Spike Ball (Volleyball)**

**Orienteering**

**Athletics**

**Oz Tag**

**Golf**

**Basketball**

**Ten Pin Bowling**

**Modified Soft Cross**

### Summative Assessment

##### Hand/Eye Co Operative Games

Demonstrates increased mastery of Year level appropriate skills, individually and with groups, with Running, Stepping, Hitting with bats and racquets, Throwing, Catching Kicking and Aiming, with in co- operative team based games.

##### Orienteering

Demonstrates and experiments with movement concepts in orienteering:

- Fitness
- Map reading
- Using a compass
- Using a stop watch

##### Team work

Encouragement and group co-operation. Demonstrates and experiments with Body movement concepts in correctly using the scoring card, and using the hole punches at each station

Applies knowledge of complex game sense concepts and understanding of rules and their implementations during games and Modified activities.

##### Athletics

Demonstrates and experiments with movement concepts in High Jump, Long Jump, Shot Put, discus, Relays and Running (e.g.) Simple Jumping and Landing Technique

- Measuring run ups
- Correct Throwing Techniques, Holding the Shot put
- Throwing Technique in Discus, Measuring, Rules, Holding the Discus correctly, Body Positions
- Running
  - Starts and finishes
  - Running in Lanes
  - Correct Arm and leg movements
- 100m, 200m, 800m techniques

##### OZ Tag

Demonstrates and experiments with movement concepts in Passing, Kicking, Stepping off both feet, Defending, Game Sense, and Understanding and implementing rules during Oztag (e.g.) Simple Tagging Techniques during defending Tag Games

##### Golf

Demonstrates and experiments with movement concepts in Golf swing, Aiming at targets, Controlling the power of Golf swings, Games Sense, Scoring, and Understanding and implementation of Rules.

- Holding the club with correct grip.
- Correct foot stance
- Correct head positioning
- Correct swing

##### Basketball

Demonstrates correctly a wide range of movement Skills into specialized sequences in :

- Dribbling techniques in basketball. (correct stance and hand movement)
- Passing techniques for accuracy in Basketball. (e.g.) bounce passes, chest passes, and overhead passes, as well as throwing and
- catching techniques
- shooting in Basketball (correct hand formation on the ball, jumping and accuracy)
- minor modified team games relating to a variety of basketball skills (e.g.) knockout dribbling games, jumping and jump stop games, and shooting games.

##### Tenpin Bowling

Demonstrates correctly a wide range of movement Skills into specialized sequences in:

- Aiming at Pins
- Correct Technique in Holding the Ball
- Underarm Bowling Technique
- Correct foot technique

<p><b>Spike Ball</b>          Demonstrates correctly a wide range of movement skills into specialised sequences in Volleyball:          → Serving          → Digging          → Setting          → Spiking          Applies knowledge of complex game sense concepts and understanding of rules.</p>			<p><b>Modified Soft Cross</b>          Demonstrates correctly a wide range of movement Skills into specialized sequences in Modified Soft Cross:          → Throwing          → Catching .          → Passing          Applies knowledge of complex game sense concepts and understanding of rules.</p>
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YEAR 5 and YEAR 6 HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD	WHEN ASSESSED			
	T 1	T 2	T 3	T 4
<b>PERSONAL, SOCIAL and COMMUNITY HEALTH</b>				
<b>Being healthy, safe and active</b>				
Students investigate developmental changes and transitions.				
Students explain the influence of people and places on identities.				
Students access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing.				
<b>Communicating and interacting for health and wellbeing</b>				
Students recognise the influence of emotions on behaviours and discuss factors that influence how people interact.				
Students describe their own and others' contributions to health, physical activity, safety and wellbeing.				
<b>Contributing to healthy and active communities</b>				
Students examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.				
Students describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.				
<b>Moving our body</b>				
Students apply the elements of movement when composing and performing movement sequences.				
<b>Understanding movement</b>				
Students demonstrate fair play and skills to work collaboratively.				
<b>Learning through Movement</b>				
Students perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.				

## YEAR 6 - LOTE

### GERMAN

### INDONESIAN

#### Semester 1 or 2

#### Semester 1 or 2

#### **Unit 1: What do my interests say about me?**

In this unit, students explore concepts relating to interests, activities & personality types.

Students will:

- discuss leisure activities and interests
- gather and compare information about interests of German-speaking children
- create bilingual profiles based on interests
- identify grammatical rules to communicate about interests

#### **Unit 2: Celebrations**

In this unit, students use language to explore the concept of celebrations in Germany and make connections with their own experiences.

Students will:

- engage with a range of texts about celebrations in German-speaking cultures
- use a range of language to discuss and describe a variety of celebrations
- compare celebrations in German-speaking countries with Australia
- collaborate in shared tasks such as craft activities
- participate in intercultural experiences to reflect on how participation in certain celebrations shapes identity.

#### **Unit 1: How do we play?**

In this unit, students will explore the concept of play and learn about the games played by children in Indonesia.

Students will:

- discuss games they play and games played by children around the world
- explore language used in game play
- translate game instructions and common expressions
- reflect on the universality of play and culturally-specific elements of games.

#### **Unit 2: What are personal spaces?**

In this unit, students explore the concept of self-identity in the context of favourite spaces, in Indonesia and Australia.

Students will:

- interact with others to discuss opinions about favourite places and spaces
- gather and compare information about favourite personal spaces of Indonesian-speaking children
- create personal spaces in response to characters in imaginative texts
- understand sentence structures and text features
- reflect on similarities and differences between own preferences and those of children in Indonesian-speaking cultures.

### Summative Assessment

#### **Unit 1: What do my interests say about me?**

Students create a bilingual identity map about their interests. Students reflect on a German leisure concept and compare it to their own experience.

#### **Unit 2: Celebrations**

Students create and present a bilingual celebration page. Students analyse use of past tense and reflect on seasonal greetings.

#### **Unit 1: How do we play?**

In this topic, students will play games using Indonesian expressions, translate a game played in Australia into Indonesian, and reflect on their translation.

#### **Unit 2: What are personal spaces?**

In this topic, create texts to describe and share factual experiences and identify features of texts.

YEAR 5 and YEAR 6 GERMAN ACHIEVEMENT STANDARD	WHEN ASSESSED SEMESTER 1 or 2
<b>Communicating</b>	
Students use written and spoken German for classroom interactions, to carry out transactions, and to share ideas and opinions, relate experiences and express feelings.	
Students use complete sentences in familiar contexts to ask questions such as, <i>Bist du fertig? Was machst du jetzt? Verstehst du das?</i> respond to requests and share experiences of learning, for example, <i>Ich kann gut sprechen, aber ich finde das Lesen und Schreiben schwierig.</i>	
Students use descriptive and expressive vocabulary, including adjectives such as <i>aufgeregt, glücklich, nervös, sauer</i> and <i>traurig</i> , to express feelings and make statements such as <i>Ich nehme ein Käsebrötchen.</i>	
Students use appropriate intonation for simple statements, questions and exclamations, and correct pronunciation, for example, for the two different pronunciations of <i>ch</i> .	
Students gather & compare information from different sources about social & natural worlds, & convey information & opinions in different formats to suit specific audiences & purposes.	
Students describe characters, events and ideas encountered in texts, and re-create imaginative texts to reflect their imaginative experience.	
When creating texts, students manipulate modelled language to describe current, recurring and future actions, for example, <i>Wir gehen morgen schwimmen. Kommst du mit? Es geht mir nicht gut.</i> and produce original sentences with common regular and irregular verbs in the present tense, including limited forms of the modal verbs <i>dürfen</i> and <i>müssen</i> and some common separable verbs such as <i>mitbringen</i> and <i>fernsehen</i> .	
Students use adjectives, adverbs and adverbial phrases to qualify meaning, for example, <i>viel Wasser, neue Schuhe; lieber, oft, jeden Tag.</i>	
Students explain aspects of German language and culture, recognising that there are not always equivalent expressions in English, and create a range of bilingual texts to support their own language learning and the school community.	
Students describe aspects of their intercultural interactions that are unfamiliar or uncomfortable, and discuss their own reactions and adjustments.	
<b>Understanding</b>	
Students give examples of how German language and culture are continuously changing and are influenced by other languages and cultures.	
Students identify and apply some of the systematic sentence structure and word order rules of German.	
Students identify rules for pronunciation and apply phonic and grammatical knowledge to spell and write unfamiliar words, for example, words containing <i>ch, j, w</i> and <i>z</i> , and diphthongs such as <i>au, ei, eu</i> and <i>ie</i> .	
Students apply the conventions of commonly used text types, and identify differences in language features and text structures.	
Students give examples of the variety of ways German is used by different people in different contexts.	
Students make connections between culture and language use, and identify ways that language use is shaped by and reflects the values, ideas and norms of a community.	
<b>YEAR 5 and YEAR 6 INDONESIAN ACHIEVEMENT STANDARD</b>	<b>WHEN ASSESSED SEMESTER 1 or 2</b>
<b>Communicating</b>	
Students use Indonesian to convey information about themselves, their family and friends, and daily routines and activities.	
Students locate specific details and use familiar words and phrases to predict meanings in texts.	
Students respond to and create texts to describe and share factual and imaginative ideas and experiences, using formulaic phrases and modelled language.	
Students produce <i>ng/ny/ngg</i> sounds, and apply knowledge of pronunciation and spelling to predict the sound, spelling and meaning of new words.	
Students ask and respond to questions using <i>Apa?, Siapa? Berapa?</i> and <i>Di mana?</i> , and interact spontaneously with peers in discussions on familiar topics.	
Students use subject-focus construction with a range of <i>ber-</i> verbs (such as <i>bermain, berjalan, bercakap-cakap, berenang</i> ) and formulaic <i>me-</i> verbs (such as <i>membaca, mendengarkan, menonton</i> ).	
Students express numbers using <i>ratus</i> and <i>ribu</i> , and describe character and appearance using noun + adjective word order, (for example, <i>Rumah Budi besar; Dia tinggi dan lucu</i> ).	
Students use possessive word order (for example, <i>Nama teman saya...</i> ) and describe events in time using <i>pada</i> with whole numbers and days of the week.	
Students use prepositions (such as <i>di atas/dalam/belakang</i> ), and conjunctions (such as <i>karena</i> and <i>tetapi</i> ).	
Students translate texts, relying on key words and formulaic expressions, describing how meanings may vary across languages and cultures.	
Students identify aspects of language use that relate to people's (including their own) cultural perspectives and experiences.	
<b>Understanding</b>	
Students know that Indonesian is a language system that has rules, and that word order in (subject-focus) sentences is similar to English.	
Students identify features of texts such as adjectives in descriptions, superlatives in advertisements and imperatives in signs.	
Students know that language use varies according to age, relationships and situation, particularly in relation to terms of address and the nature of what is discussed.	
Students identify loan words from English and their Indonesian spelling ( <i>televisi</i> ) and pronunciation ( <i>kriket</i> ).	
Students describe similarities and differences between aspects of language and culture, such as celebrations (for example <i>Idul Fitri</i> and <i>Hari Ulang Tahun</i> ), leisure (for example, <i>takraw, bulu tangkis</i> ) and the environment (for example, <i>desa, hutan</i> ).	
Students know that in both Indonesian and English some terms and expressions reflect culture-specific items and practices (for example, <i>Selamat siang, mandi, guling</i> ) that cannot be directly translated.	