Year 6, Term 1 - 2022

Literate, Numerate, Curious

	Achievement Standard	Teaching and Learning	Assessment
English	**Receptive modes (listening, reading and viewing)** 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. **Productive modes (speaking, writing and creating)** 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; 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.	**Explore:** • Find out how the devices author's use build imagery, emotional connections and engagement with the story. • Explore and engage with a variety of complex texts, in particular short stories.	
		Inquire into: • Tune into what entertainment looks like, feels like, and sounds like. • Finding out what you need to know to write an entertaining short story	**Creating a short story** **Purpose of assessment:** To write an imaginative and entertaining short story about a character who faces a problem and explain editorial choices.
Math	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	• **Data representation and interpretation** - Revise different types of data displays, interpret data displays, investigate the similarities and differences between different data displays, identify the purpose	**Interpreting and comparing data displays** **Purpose of assessment:** To interpret, compare and analyse data displays to make decisions.

	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.	and use of different displays, and identify the difference between categorical and numerical data. • **Number and place value** - Identify and describe properties of prime and composite numbers, select and apply efficient mental and written strategies to problems involving whole numbers and solve problems involving all four operations • **Fractions and decimals** - Order and compare fractions with related denominators, add and subtract fractions with related denominators, solve problems involving the addition and subtraction of fractions and make connections between equivalent fractions, decimals and percentages • **Chance** - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments.	**Rodeo round up** **Purpose of the Assessment:** To interpret and use timetables and cost information to determine a travel schedule. **Investigating and solving problems involving area** **Purpose of Assessment:** To use simple strategies to reason and solve a measurement inquiry question.
Science	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.	**Inquiry:** • Inquire into - What does 'rapid change to Earth's surface' look like? • Explore what causes them and what the effects are. How can I find out? • Investigate the part science has played in predicting and responding to the causes of these rapid changes.	**An Inquiry – How do natural events cause rapid change to the Earth's surface and what are the effects?** **Purpose of the assessment:** To conduct a scientific inquiry into how natural events (e.g. sudden geological changes and extreme weather events) can cause rapid changes to the Earth's surface.
Technology	By the end of Year 4, students describe how social, technical and sustainability factors influence the design of solutions to meet present and future needs. They describe features of technologies that influence design decisions and how a range of digital systems can be used. Students outline and define needs, opportunities or problems. They collect, manipulate and interpret data from a range of sources to support decisions. Students generate and record design ideas for an audience using technical terms and graphical and non-graphical representation techniques including algorithms. They plan a sequence of steps (algorithms) to create solutions, including visual programs. Students plan and safely produce designed solutions for each of the prescribed technologies contexts. They use identified criteria for success, including sustainability considerations, to judge the suitability of their ideas, solutions and processes. Students use agreed protocols when collaborating, and creating and communicating ideas, information and solutions face-to-face and online.	• Creating and responding in context of the other learning areas, incorporating design and digital technologies.	**Assessed – Semester 2**

HASS	By the end of Year 6, students explain the significance of an event/development, an individual and/or group. They identify and describe continuities and changes for different groups in the past and present. They describe the causes and effects of change on society. They 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. They 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. They 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. They explain why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and recognise the different ways that businesses choose to provide goods and services. They explain different views on how to respond to an issue or challenge. Students develop appropriate questions to frame an investigation. They locate and collect useful data and information from primary and secondary sources. They examine sources to determine their origin and purpose and to identify different perspectives in the past and present. They 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. They organise and represent data in a range of formats, including large- and small-scale maps, using appropriate conventions. They collaboratively generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others. They reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal. They present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, graphing, communication conventions and discipline-specific terms.	**Inquiry:** • into the geographical diversity of the Asia region and the location of its major countries in relation to Australia • the differences in the economic, demographic and social characteristics of countries across the world • the world's cultural diversity, including that of its indigenous peoples • Australia's connections with other countries • organise and represent data in large- and small-scale maps using appropriate conventions • interpret data to identify, describe and compare distributions and trends • present ideas, findings and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms	**An Inquiry – Into the diversity of places** **Purpose of the Assessment:** Conduct a series of small investigations describing, comparing and explaining economic, demographic and social characteristics of places.
HPE	By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on 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, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. Students demonstrate fair play and skills to work collaboratively. 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 sequences 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 performing movement sequences.	**Explore:** • Tuning in to and exploring how important people in their lives and the media can influence personal decisions and behaviours • Finding out and examining the influence of people and places on identities and health behaviours • Going further and constructing a health message	**Explore - Who influences me?** **Purpose of Assessment:** To explain the influence of people and places on identities. To access and interpret health information from different sources to construct a health message appropriate to their age group. **Fitness Fun** **Purpose of Assessment:**

The Arts	By the end of Year 6, students explain how ideas are communicated in artworks they make and to which they respond. They describe characteristics of artworks from different social, historical and cultural contexts that influence their art making. Students structure elements and processes of arts subjects to make artworks that communicate meaning. They work collaboratively to share artworks for audiences, demonstrating skills and techniques.	**Engage in:** • Revising and performing known rhythms on the djembe drum. • Exploring the music of various African countries and comparing styles of music. • Focussing on identifying various simple time signatures in known repertoire.	**Reported in term 4**
French	By the end of Year 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (For example, Est-ce que je peux …? Tu peux….. ?), using appropriate pronunciation, intonation and non-verbal communication strategies. They use appropriate forms of address for different audiences, such as tu forms with friends and family members, and vous for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (such as et, mais, parce que, plus tard, maintenant), positive and negative statements (such as j'ai trois amis, je n'ai plus d'amis), and adverbs such as très, aussi, beaucoup, un peu and lentement. They recognise and use with support verb forms such as le futur proche (je vais + l'infinitif) and le passé composé (j'ai + regular forms of past participle) as set phrases. They identify l'imparfait when reading (for example, c'était, il était). They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (such as avant, après, devant, derrière). Students identify differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (for example, préparer, préparation; le marché, le supermarché, l'hypermarché). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (such as la vie scolaire, la famille, les courses, les loisirs, la cuisine). They explain to others French terms and expressions that reflect cultural practices (for example, bon appétit, bonne fête). They reflect on their own cultural identity in light of their experience of learning French, explaining how their ideas and ways of communicating are influenced by their membership of cultural groups.	**Explore and investigate:** • Explore and engage with a range of texts about the school experience in French-speaking countries • Create connected texts to describe their school experiences including routines, timetables, lunches and eating practices • Use a range of language to discuss their school experiences • Participate in an intercultural experience to notice, compare and reflect on language and culture	**Investigate the connections between schooling in France and Australia** **Purpose of Assessment:** To identify key points and supporting details when reading, translate a simple text and make comparisons between French and English.