



## **Year 6 Curriculum and Assessment Plan 2019**

**Our Belief: Every student, every classroom, every day**

**We develop fine, caring and principled citizens who are literate, numerate and curious. Our students acquire useful and important bodies of knowledge and a broad repertoire of learning strategies and assets that will serve them throughout their lives.**

# **LITERATE, NUMERATE & CURIOUS**

**HIGH EXPECTATIONS & AUTHENTIC RELATIONSHIPS**

**COMMUNICATION, COLLABORATION, COURAGEOUS, INQUIRERS, THINKERS, SELF-MANAGERS**

## CURRICULUM OVERVIEW

### YEAR 6 - ENGLISH

		Semester 1		Semester 2	
		Short stories	Examining advertising in the media	Comparing texts	Interpreting literary texts
ACHIEVEMENT STANDARD (AC)	<p><b>Receptive modes (listening, reading and viewing)</b></p> <p>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.</p> <p><b>Productive modes (speaking, writing and creating)</b></p> <p>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.</p>				
	<p>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.</p> <p>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>Students read, view and listen to advertisements in print and digital media. They understand how language and text features can be combined for 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>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. They 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>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>	
ENGLISH					
ASSESSMENT	<p><b>Writing a Short Story</b> <i>Imaginative response – written</i></p> <p>To write an imaginative and entertaining short story about a character who faces a problem.</p> <p><b>Unit 1: Monitoring task – Reading comprehension</b></p> <p>To analyse and compare text structures and language features authors use to influence readers.</p>	<p><b>Examining advertising in the media</b></p> <p><i>Create a multimodal advertisement</i></p> <p>To create a multimodal advertisement and explain how it persuades the viewer.</p>	<p><b>Arguing a point of view</b> <i>Written</i></p> <p>To argue a point of view about the effectiveness of literary and informative texts in conveying their message.</p> <p><b>MT – Transforming a text</b></p> <p>To combine text and images to transform an informative text into a narrative text on an issue of sustainability for a younger audience.</p>	<p><b>A letter to the future</b></p> <p><i>Written</i></p> <p>To write a letter to a student in the future to evoke a sense of time and place.</p>	

## YEAR 6 – MATHEMATICS

### ACHIEVEMENT STANDARD (AC)

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.

### MATHS

#### Students develop understandings of:

- **Number and place value** — identifying and describing properties of prime and composite numbers; selecting and applying mental and written strategies to problems involving whole numbers
- **Number and place value** — Exploring patterns; Consolidating integers and the Cartesian plane; Plotting and interpreting real world data; Applying the order of operations to word problems; Calculating multiplication and division using a written algorithm
- **Fractions and decimals** — Solve problems involving addition and subtraction of fractions with the same or related denominators; Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies; Make connections between equivalent fractions, decimals and percentages
- **Money and financial mathematics** - Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies
- **Using units of measurement** — Solve problems involving the comparison of lengths and areas using appropriate units. Interpret and use timetables.
- **Data representation and interpretation** — revising different types of data displays, interpreting data displays, investigating the similarities and differences between different data displays and identifying the purpose and use of different displays and identifying the difference between categorical and numerical data

#### Number Fact Focus:

Extended facts 100 X 1, 2, and 3 digit numbers and turnarounds  
 Recall of all x facts to 12x12(2 seconds/fact)  
 Recall of all ÷ facts to 144÷12(2 seconds/fact)  
 e.g. 30x100 423x100, 350x100  
 e.g. 100x300 100x432 350x100

#### Students develop understandings of:

- **Number and place value** — Exploring whole number patterns; patterns using a table of values; decimal patterns; the effect of brackets; Investigating the order of operations; Solving problems using the order of operations; Exploring square numbers; triangular numbers; Exploring the relationship between square and triangular numbers. Investigating numbers less than zero; Solving problems on a number line by multiples of 10; Revising the concept of division; Applying mental strategies to dividing with no remainders; Applying written strategies to dividing with remainders; Multiplying whole numbers by powers of 10
- **Fractions and decimals** — Comparing and ordering related fractions; Adding and subtracting decimals involving tenths; Solving problems involving decimals; Multiplying decimals by powers of 10; Multiplying tenths by 1-digit whole numbers; Multiplying decimals
- **Location and transformation** - Creating shapes with transformations, symmetry and using digital technologies; Applying transformations in tessellations using digital technologies
- **Shape** — Revising the features of 3D objects; Exploring real-life examples of pyramids; Constructing prisms and pyramids; Investigating the relationship between prisms, pyramids and their nets
- **Geometric reasoning** — Revising angles; Investigating: angles on a straight line; vertically opposite angles; angles at a point; calculating unknown angles

#### Number Fact Focus:

Extended facts 1000 x 1,2,3 digit numbers & turnarounds  
 Recall of all x facts to 12x12(2 seconds/fact)  
 Recall of all ÷ facts to 144÷12(2 seconds/fact)

#### Students develop understandings of:

- **Number and place value** — Exploring properties of whole numbers; Applying written multiplication strategies; Calculating multiplication and division using a written method; Revising positive and negative integers; Solving problems involving integers
- **Fractions and decimals** — Adding and subtracting fractions with related denominators; Calculating a fraction of a quantity; Solving problems involving fractions; Dividing decimals by the power of 10; Adding and subtracting decimals; Multiplying decimals by whole numbers; Dividing dividends that result in decimals; Converting between fractions, decimals and percentages
- **Money and financial mathematics** — Calculating percentages and discounts
- **Patterns and algebra** — Creating and completing sequences involving fractions; Creating fractional patterns; Applying the order of operations to: word problems; decimals and fractions
- **Using units of measurement** — Connecting decimals to the metric system; Converting between metric units; Comparing length and area; Solving problems involving perimeter and area; Comparing and solving problems involving volume and capacity
- **Location and transformation** — Introducing the four quadrants of the Cartesian plane; Plotting and reading ordered pairs on the Cartesian plane; Identifying transformations and symmetry; applying a single transformation; a combination of transformations

#### Number Fact Focus:

Extended facts ÷10, and ÷100 e.g. 456÷10/100  
 Recall of all x /÷ facts to 12x; 144÷12(2 seconds/fact)

#### Students develop understandings of:

- **Fractions and decimals** — Adding, subtracting, multiplying and dividing decimals; Fractions, decimals and percentages; Comparing shopping prices; Multiplying and dividing decimals by powers of ten
- **Using units of measurement** — Interpreting and using timetables; Comparing, measuring and calculating volume and capacity; Problem solving and reasoning by designing the biggest pyramid
- **Geometric reasoning** — Label, estimate and measure angles; Consolidate understand of, and skills in calculating, angles on a straight line; Investigate angles on the cricket field and clock
- **Chance** — conducting chance experiments; conducting large trial chance experiments; Comparing observed and expected frequencies; Calculating frequencies of cultural chance games.
- **Chance** — representing the probability of outcomes as a fraction or decimal and conducting chance experiments.
- **Data representation and interpretation** — Exploring secondary data; exploring misleading data; manipulating secondary data

#### Number Fact Focus:

$\sqrt{9}=3$   $\sqrt{16}=4$   $\sqrt{25}=5$   $\sqrt{36}=6$   $\sqrt{144}=12$   
 Recall of all x /÷ facts to 12x; 144÷12(2 seconds/fact)

<b>ASSESSMENT</b>	<p><b>Unit 1: Investigating and solving problems involving area</b> To use simple strategies to reason and solve a measurement inquiry question.</p> <p><b>Unit 1: Interpreting and using timetables</b> To interpret and use timetables and cost information to determine a travel schedule.</p> <p><b>Unit 1: Interpreting and comparing data displays</b> To interpret, compare and analyse data displays to make decisions.</p>	<p><b>Unit 2: Investigating angles</b> To solve problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point.</p> <p><b>Unit 2: Investigating pyramids and measurement</b> To use simple strategies to reason and solve a shape and measurement inquiry question.</p> <p><b>Unit 2: Applying the order of operations</b> To write and apply the correct use of brackets and order of operations in number sentences.</p>	<p><b>Unit 3: Calculating fractions and decimals</b> To 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><b>Unit 3: Identifying number properties and calculating percentage discounts</b> To 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>Unit 3: Locating integers and describing transformations</b> To 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>Unit 4: Investigating and interpreting secondary data</b> To use simple strategies to reason and solve a data inquiry question.</p> <p><b>Unit 4: Investigating and solving problems involving measurement and data</b> To use simple strategies to reason and solve a data and measurement inquiry question.</p> <p><b>Unit 4: Describing probabilities and comparing frequencies</b> To compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages.</p>
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## YEAR 6 – SCIENCE

<b>ACHIEVEMENT STANDARD (AC)</b>	<p>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.</p> <p>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.</p>			
<b>SCIENCE</b>	<p><b>Life on Earth</b></p> <p>Students will explore the environmental conditions that affect the growth and survival of living things. They will use simulations to plan and conduct fair tests and analyse the results of these tests. Students will pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They will gather record and interpret observations relating to their investigations.</p> <p>Students will consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They will recommend actions to develop environments for native plants and animals.</p>	<p><b>Our changing world</b></p> <p>Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on 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><b>Energy and electricity</b></p> <p>Students will investigate electrical circuits as a means of transferring and transforming electricity. They will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students will explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They will identify where scientific understanding and discoveries related to the production and use of electricity have affected people's lives and evaluate personal and community decisions related to use of different energy sources and their sustainability.</p>	<p><b>Making changes</b></p> <p>Students will 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>
<b>ASSESSMENT</b>	<p><b>Investigating ????</b></p> <p><i>Investigation</i></p> <p>You will plan, conduct and evaluate an investigation to identify the best environment to store bread and minimise mould growth.</p> <p><b>Life or Death</b></p> <p>To explore the environmental conditions that affect the growth and survival of plants and answer the question “What makes organisms grow best?”</p>	<p><b>Explaining changes to the surface of Earth</b></p> <p><i>Test</i></p> <p>To 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. To identify how research can improve data.</p>	<p><b>Exploring energy and electricity</b></p> <p><i>Experimental investigation</i></p> <p>To 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. To explain how scientific knowledge is used to assess energy sources selected for a specific purpose.</p>	<p><b>Testing change: Reversible or irreversible?</b></p> <p><i>Experimental Investigation</i></p> <p>To 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>

**YEAR 6 – HASS**

<p><b>ACHIEVEMENT STANDARD (AC)</b></p>	<p>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.</p> <p>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.</p>			
<p><b>HASS</b></p>	<p><b>Australia in a diverse world</b></p> <p>Students will investigate the following key inquiry question:</p> <ul style="list-style-type: none"> <li>• <i>How do places, people and cultures differ across the world?</i></li> </ul>	<p><b>Making decisions to benefit the community</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• investigate a familiar community or regional economics or business issue that may affect the individual or the local community</li> <li>• examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs</li> <li>• identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment</li> <li>• recognise the reasons businesses exist and the different ways they provide goods and services</li> <li>• present findings and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms</li> </ul>	<p><b>Australia in the past</b></p> <p>Students will explore the following inquiry question:</p> <ul style="list-style-type: none"> <li>• <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i></li> </ul>	<p><b>Australians as global citizens</b></p> <p>Students will explore the following inquiry questions:</p> <ul style="list-style-type: none"> <li>• <i>What does it mean to be an Australian citizen?</i></li> <li>• <i>How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i></li> </ul>
<p><b>ASSESSMENT</b></p>	<p><b>Australia in a diverse world</b></p> <p><i>Investigation Paper</i></p> <p>To demonstrate an understanding of the diversity of places by representing, interpreting and describing data and information about the characteristics of places.</p>	<p><b>Making decisions to benefit the community</b></p> <p><i>Investigation Paper</i></p> <p>Students explain ways that resources can be used to benefit individuals, the community and the environment.</p>	<p><b>Australia in the past</b></p> <p><i>Investigation Paper</i></p> <p>To explain the significance of key people, events, institutions and processes to the development of the Australian nation.</p>	<p><b>Global citizens: Response to stimulus exam</b></p> <p><i>Investigation Paper</i></p> <p>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>

## YEAR 6 – DESIGN TECHNOLOGY

<b>ACHIEVEMENT STANDARD (AC)</b>	<p><b>Years 5 and 6</b></p> <p>By the end of Year 6, students describe competing considerations in the design of products, services and environments, taking into account sustainability. They 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.</p> <p>Students create designed solutions for each of the prescribed technologies contexts suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions.</p>	
<b>TECHNOLOGY</b>		<p><b>Hands off!</b></p> <p>In this unit students will investigate how electrical energy can control movement, sound or light in a designed product or system. They will design a solution to an environment's security need and make a prototype electrical device that is part of the solution.</p>
<b>ASSESSMENT</b>		<p><b>Hands Off!</b></p> <p><i>Portfolio – Design challenge</i></p> <p><b>Design challenge:</b></p> <ul style="list-style-type: none"> <li>To design a Steady Hand Game</li> <li>To make an electrical device that is part of the solution</li> </ul>

## YEAR 5 – THE ARTS

<b>ACHIEVEMENT STANDARD (AC)</b>	<p><b>Years 5 and 6 - Drama</b></p> <p>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.</p> <p><b>Visual Arts</b></p> <p>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.</p>	
<b>THE ARTS</b>	<p><b>Say it with art</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore and explain the expression of social commentary and the influence of context in artworks by artists including Aboriginal, Torres Strait Islander and Asian artists and consider this in the development of their own artworks</li> <li>• experiment with and use visual conventions and practices (found object mixed media forms, digital collage, digital manipulation) in research and development of individual artworks which express a personal view</li> <li>• plan the presentation of digital art forms and/or found object mixed media forms to express personal view and enhance meaning for audience with description of influence and context</li> <li>• compare re-contextualisation of ready-mades and the representation of context in artworks from different cultures, times and places and use art terminology to explain the communication of social concern.</li> </ul>	<p><b>Natural disasters</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore dramatic action, empathy and space in improvisations, play-building and scripted drama to develop characters and situations in response to stimulus of earthquakes, volcanoes, cyclones and floods</li> <li>• develop skills and techniques of voice and movement to create character, mood and atmosphere, and focus dramatic action</li> <li>• rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories about the impact of natural disasters and engage an audience</li> <li>• explain and compare how the elements of drama and production elements communicate meaning in drama about the impact of events (including natural disasters) in different communities</li> </ul>
<b>ASSESSMENT</b>	<p><b>Unit 2: Say it with Art</b></p> <p><i>Collection of work</i></p> <p>To explore artworks that inspire the making of a mixed media sculpture that expresses a personal view about a social issue and communicates meaning through display.</p>	<p><b>Unit 1: Natural Disasters</b></p> <p><i>Collection of work</i></p> <p>To devise, perform and respond to a documentary drama</p>

**YEAR 5 – HEALTH AND PHYSICAL EDUCATION**

<p><b>ACHIEVEMENT STANDARD (AC)</b></p>	<p><b>Years 5 and 6</b></p> <p>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.</p> <p>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, 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.</p>	
<p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p>	<p><b>Who influences me?</b></p> <p>Students explain the influence of people and places on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers.</p>	<p><b>Transitioning</b></p> <p>Students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition.</p>
<p><b>ASSESSMENT</b></p>	<p><b>Who influences me?</b></p> <p><i>Short Answer</i></p> <p>Students explain the influence of people and places on identities. They access and interpret health information from different sources to construct a health message appropriate to their age group.</p>	<p><b>Transitioning</b></p> <p><i>Short Answer</i></p> <p>Students recognise the influence of emotions and discuss factors that influence how people interact in new situations. Students investigate developmental changes and transitions, and explain the influence of people and places on identities.</p>