



Year 6 Curriculum & Assessment

AUSTRALIAN CURRICULUM-CURRICULUM INTO THE CLASSROOM (QLD)

ENGLISH UNIT OVERVIEW

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1: Short stories Students listen to and read a range of short stories by different authors. They investigate and compare similarities and differences in the ways authors use text structure, language features and strategies to create humorous effects.	Unit 2: Writing a short story Students read and view short stories, and write a short story about a character who faces a conflict.	Unit 3: Examining advertising in the media Students read, view and listen to advertisements in print and digital media. They understand how text features and language combine to persuasive effect.	Unit 4: Exploring news reports in the media Students listen to, read and view a variety of news reports from television, radio and internet. Students identify and analyse bias and the effectiveness of language devices that represent ideas and events and influence an audience.	Unit 5: Interpreting literary texts Students listen to, read and view extracts from literary texts set in earlier times.	Unit 6: Exploring literary texts by the same author Students listen to and read novels by the same author to identify language choices and author strategies used to influence the reader.	Unit 7: Comparing texts Students listen to, read, view and analyse literary and informative texts on the same topic. Students explore and evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts.	Unit 8: Transforming a text Students read and compare literary and informative texts such as websites or information books that deal with a sustainability issue.

ASSESSMENT

<i>Monitor</i>	Unit 2: Short story <i>Written</i> Students: <ul style="list-style-type: none"> Write a short story about a character that faces a conflict. Reflect on the writing process and editorial choices. 	Unit 3: Reading comprehension <i>Exam/Test</i> Students view, read and comprehend two advertisements about tourist destinations. They analyse and interpret the way language features and text structures combine for persuasive effect and make comparisons between the two texts. They answer questions in multiple	Unit 4: Analytical response to a news report <i>Written</i> Students will create an analytical response that examines and evaluates the language features that represent ideas and events and influence an audience in a news report.	Unit 5: Letter to the Future <i>Written</i> Students write a letter to a student at your school in the future to evoke a sense of time and place.	Unit 6: Panel discussion <i>Oral</i> Students participate in a panel discussion to analyse and evaluate the style of an individual author.	Unit 7: Argue a point of view <i>Written</i> Write an argument to persuade the reader: Proposition 1: "That a good literary text can deliver a more powerful message than a good informative text", or: Proposition 2: "That a good informative text can deliver a more powerful message than a good literary text".	Unit 8: Transform a text <i>Written</i> Students transform an informative text into a literary text for younger audiences.
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		choice and short answer format. Unit 3: Multimodal advertisement <i>Poster/Multi-modal presentation</i> Students plan and create a multimodal advertisement to persuade viewers to promote a holiday destination.					
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MATHEMATICS UNIT OVERVIEW

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. They provide the language to build in the developmental aspects of the learning of mathematics.

TERM 1		TERM 2		TERM 3		TERM 4	
Unit 1: <ul style="list-style-type: none"> Number and place value — prime and composite numbers, problems involving whole numbers Fractions and decimals — order and compare, solve problems Data —types of data displays, interpret, investigate Chance — represent the probability of outcomes as a fraction or decimal, conduct chance experiments 	Unit 2: <ul style="list-style-type: none"> Using units of measurement — solve problems involving the comparison of lengths and areas, and interpret and use timetables Number and place value — apply efficient mental and written strategies to solve problems involving all four operations Fractions and decimals — solve problems involving addition and subtraction, find a simple fraction of a quantity, make connections between equivalent fractions, decimals and percentages Money and financial mathematics — 	Unit 3: <ul style="list-style-type: none"> Fractions and decimals —add and subtract of decimals, solve problems involving decimal calculations, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1000, apply mental and written strategies to multiply decimals by 1-digit whole numbers Shape — apply problem solving and reasoning to create nets and construct models of simple prisms and pyramids Number and place value — identify, describe and continue square and triangular number patterns, make generalisations about 	Unit 4: <ul style="list-style-type: none"> Geometric reasoning — make generalisations about angles on a straight line, angles at a point and vertically opposite angles and use these generalisations to find unknown angles Fractions and decimals — locate, order and compare fractions with related denominators and locate them on a number line Patterns and algebra — continue and create sequences involving whole numbers and decimals, describe the rule used to create these sequences, explore the use of order of operations to perform calculations 	Unit 5: <ul style="list-style-type: none"> Money and financial mathematics — connect fractions and percentage, calculate percentages, calculate discounts of 10%, 25% and 50% on sale items Number and place value — identify and describe properties of prime, composite, square and triangular numbers, multiply and divide using written methods including a standard algorithm, solve problems involving all four operations with whole numbers, compare and order positive and negative integers Location and transformation — identify the four quadrants on a 	Unit 6: <ul style="list-style-type: none"> Fractions and decimals — add and subtract fractions with related denominators, calculate a fraction of a quantity, multiply and divide decimals by powers of ten, add and subtract decimals, multiply decimals by whole numbers, divide numbers that result in decimal remainders, make connections between fractions, decimals and percentages, and solve problems involving fractions and decimals Using units of measurement — connect decimals to the metric system, convert between units of measure, solve problems 	Unit 7: <ul style="list-style-type: none"> Chance — conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, explore the effect of large trials on results, compare observed and expected frequencies Data representation and interpretation — compare primary and secondary data, source secondary data, explore data displays in the media, identify how displays can be misleading, problem solve and reason by manipulating secondary data Patterns and algebra & Number and place 	Unit 8: <ul style="list-style-type: none"> Using units of measurement — connect volume and capacity and their units of measurement, measure capacity and volume, problem solve and reason involving measurement and time Fractions and decimals — add, subtract and multiply decimals, divide decimals by whole numbers, calculate a fraction of a quantity and percentage discount, compare and evaluate shopping options Geometric reasoning — measure angles, apply generalisations about angles on a straight line, angles



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	investigate and calculate percentage discounts of 10%, 25% and 50% on sale items	the relationship between square and triangular numbers, explore numbers below zero, and position integers on a number line <ul style="list-style-type: none"> Using units of measurement 	<ul style="list-style-type: none"> Number and place value – select and apply mental and written strategies and digital technologies to solve problems involving multiplication and division with whole numbers 	Cartesian plane, plot and read points in all four quadrants, revise symmetry, reflection, rotation and translation, describe the effect of combinations of translations, reflections and rotations.	involving length and area and connect volume and capacity <ul style="list-style-type: none"> Patterns and algebra — continue and create sequences involving whole numbers, fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations. 	value — represent number patterns in a table and graphically, write a rule to describe a pattern, apply the rule to find the value of unknown terms, solve integer problems, plot coordinates in all four quadrants, solve problems using the order of operations, solve multiplication and division problems using a written algorithm.	at a point and vertically opposite angles and apply in real-life contexts <ul style="list-style-type: none"> Location and transformation — apply translations, reflections and rotations to create symmetrical shapes. Data
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ASSESSMENT

Unit 1: Data Decoder <i>Short answer questions</i>	Unit 2: Rodeo Round-up <i>Short answer questions</i>	Unit 3: Shape <i>Written</i>	Unit 4: Investigating angles <i>Short answer questions</i> Order of operations <i>Short answer response</i>	Unit 5: Number properties, patterns and computation <i>Short answer questions</i>	Unit 6: Solving measurement problems <i>Short answer questions</i>	Unit 7: Is the game “Dice difference” fair? <i>Written</i>	Unit 8: <i>Portfolio</i>
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SCIENCE UNIT OVERVIEW

Over Years 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales.

TERM 1	TERM 2	TERM 3	TERM 4
Unit 1: Making changes Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They explore the effects of reversible and irreversible changes in everyday materials and how this is used to solve problems that directly affect peoples' lives.	Unit 2: Energy and electricity Students investigate electrical circuits as a means of transferring and transforming electricity. Students explore how energy from a variety of sources can be used to generate electricity and evaluate personal and community decisions related to use of different energy sources and their sustainability.	Unit 3: Our changing world Students explore how sudden geological and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. Students explore the ways in which scientists are assisted by the observations of people from other cultures including those throughout Asia. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.	Unit 4: Life on Earth Students explore the environmental conditions that affect the growth and survival of living things. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions.

ASSESSMENT



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Reversible or irreversible? <i>Assignment/project</i>	Energy and electricity <i>Assignment/project</i>	Natural events and change <i>Exam/test</i>	Mouldy bread <i>Assignment/project</i>
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HUMANITIES UNIT OVERVIEW

Years 1 – 7 study History and Geography in alternate terms.

The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time.

TERM 1	TERM 2	TERM 3	TERM 4
Unit 1 – Exploring the development of the Australian nation Inquiry question/s: <ul style="list-style-type: none"> Why and how did Australia become a nation? How did Australian society change throughout the twentieth century?	Unit 1 – Exploring a diverse world Inquiry question/s: <ul style="list-style-type: none"> How do places, people and cultures differ across the world? 	Unit 2 – Investigating the development of Australia as a diverse society Inquiry question/s: <ul style="list-style-type: none"> Who were the people who came to Australia? Why did they come? What contribution have significant individuals and groups made to the development of Australian society? How did Australian society change throughout the 20th century? 	Unit 2 – Exploring Australia’s connections with other countries Inquiry question/s: <ul style="list-style-type: none"> What are Australia’s global connections between people and places? How do people’s connections to places affect their perception of them?

ASSESSMENT

Supervised assessment Students respond to unseen questions based on seen sources (official and vernacular, visual and written, range of perspectives) using short answers or a paragraph.	Collection of work – portfolio including Parts A and B	Research – Historical inquiry Students follow an inquiry approach that aligns with the historical skills strand and communicate their findings, using written and non-written text-types specific to the study of history.	Research – assignment/project, written report
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TECHNOLOGY UNIT OVERVIEW

Technology involves the process of design, make and appraise.

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TERM 1	TERM 2	TERM 3	TERM 4
Students will create a flag design that reflects the cultural heritage of Australia. Students are		Students are to create a buoyant vehicle to which they are to design its source of power. The vehicle must travel across a 25m pool.	



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required to justify their decision and design and all choices must reflect a purpose and significance to the heritage of Australia.

ART UNIT OVERVIEW

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TERM 1

Dance

Each student will participate in a partner dance unit. Students will engage in a variety of time sequences. There will be three major dance pieces - gypsie mixer, electric slide and the gypsie tap. Selected students can be extended to learn the jive.

TERM 2

Media

Students are creating an animation using windows movie maker and paint. They are additionally creating a moving commercial which correlates to their English unit 3 assessment.

TERM 3

Visual Arts

Students will produce 3 major pieces of art work under the impressionist style of art. Students will explore Van Gogh art works and explore the techniques associated with the selected artist.

TERM 4

Dance

Students are to work collaboratively to design a choreographed dance piece which expresses two emotions. They are to include a variety of dance techniques such as levels, controlled energy levels, contrast, unison and canon.