

ENGLISH YEAR LEVEL DESCRIPTION

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

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. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

ENGLISH ACHIEVEMENT STANDARD

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 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.

		SEMESTER ONE		SEMESTER TWO	
		<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 6</u>
ENGLISH	CURRICULUM KNOWLEDGE	<p>Short stories In this unit 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>Examining advertising in the media In this unit 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.</p>	<p>Exploring news reports in the media In this unit, students listen to, read and view a variety of news reports from television, radio and the internet. Students identify and analyse bias in media reports.</p>	<p>Comparing texts In this unit, 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.</p>
	ASSESSMENT	<p>8 weeks</p> <p><u>Summative task - Writing a short story</u> Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.</p>	<p>4 weeks</p> <p><u>Summative task - Create a multimodal advertisement</u> Students create a multimodal advertisement and explain how it persuades the viewer.</p>	<p>10 weeks</p> <p><u>Summative task - Evaluation of a news report (interview transcript)</u> 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>8 weeks</p> <p><u>Summative task - Arguing a point of view</u> Students argue a point of view about the effectiveness of literary and informative texts in conveying their message.</p>

MATHEMATICS ACHIEVEMENT STANDARD

By the end of Year 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They interpret secondary data displayed in the media.

Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students describe probabilities using simple fractions, decimals and percentages.

		SEMESTER ONE		SEMESTER TWO	
MATHEMATICS CURRICULUM KNOWLEDGE		<p><u>Term 1</u></p> <p><i>Shape</i></p> <ul style="list-style-type: none"> problem solve and reason to create nets and construct models of simple prisms and pyramids. <p><i>Location and transformation</i></p> <ul style="list-style-type: none"> apply translations, reflections and rotations to create symmetrical shape. apply onestep transformations and describe combinations of translations, reflections and rotations. <p><i>Measurement (capacity, volume, length, area)</i></p> <ul style="list-style-type: none"> Using units of measurement - connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area, make connections between volume and capacity. <p><i>Integers and the cartesian plane</i></p> <ul style="list-style-type: none"> identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants. Compare and order positive and negative integers on number lines. 	<p><u>Term 1</u></p> <p><i>Data</i></p> <ul style="list-style-type: none"> 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 and use of different displays and identify the difference between categorical and numerical data. Compare primary and secondary data, source secondary data, explore data displays in the media, problem solve and reason by interpreting secondary data. <p><i>Money (Percentages)</i></p> <ul style="list-style-type: none"> calculate discounts of 10%, 25% and 50% on sale items. <p><i>Fractions and decimals</i></p> <ul style="list-style-type: none"> Order and compare fractions with related denominators add and subtract fractions with related denominators calculate the fraction of a given quantity solve problems involving the addition and subtraction of fractions. Add, subtract, multiply and divide decimals by whole numbers multiply and divide decimals by powers of ten, add and subtract decimals multiply decimals by whole numbers divide numbers that result in tenths and hundredths solve problems involving fractions and decimals. 	<p><u>Unit 3</u></p> <p><i>Probability (Chance)</i></p> <ul style="list-style-type: none"> Represent the probability of outcomes as a fraction or decimal and conduct chance experiments. Conduct chance experiments, record data in a frequency table, calculate relative frequency, write probability as a fraction, decimal or percent, compare observed and expected frequencies. <p><i>Number properties</i></p> <ul style="list-style-type: none"> Number and place value - identify and describe properties of prime, composite, square and triangular numbers and create factor trees. <p><i>Number and place value</i></p> <ul style="list-style-type: none"> solve problems using the order of operations solve multiplication and division problems using a written algorithm. Select and apply mental and written strategies to problems involving all four operations. 	<p><u>Unit 4</u></p> <p><i>Interpreting timetables</i></p> <ul style="list-style-type: none"> Interpret and use timetables <p><i>Angles</i></p> <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. Measure and describe angles, apply generalisations about angles on a straight line, angles at a point and vertically opposite angles and apply in real-life contexts.

ASSESSMENT	ASSESSMENT	<p><u>Summative task - Locating Integers on a number line and the cartesian plane</u></p> <p>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.</p> <p><u>Summative task – Solving problems involving length area, volume and capacity</u></p> <p>To use units of measurement to solve problems involving length and area, and make connections between volume and capacity.</p> <p><u>Summative task – Shape and Transformation</u></p> <p>To demonstrate understanding of prisms & pyramids; and location & transformation of shape</p>	<p><u>Summative task – Interpreting and comparing data displays</u></p> <p>To interpret, compare and analyse data displays to make decisions.</p> <p><u>Summative task – Calculating percentage discounts</u></p> <p>To calculate common percentage discounts on sale items.</p> <p><u>Summative task – Calculating fractions and decimals</u></p> <p>Perform calculations and solve problems involving fractions, decimals and percentages.</p>	<p><u>Summative task – Identifying number properties</u></p> <p>To recognise the properties of prime, composite, square and triangular numbers.</p> <p><u>Summative task – Describing probabilities and comparing frequencies</u></p> <p>To compare observed and expected frequencies and write probabilities using simple fractions, decimals and percentages.</p> <p><u>Summative task – Applying the order of operations</u></p> <p>To write and apply the correct use of brackets and order of operations in number sentences and to solve problems involving all four operations with whole numbers.</p>
		<p><u>Summative task – Investigating angles</u></p> <p>To solve problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point.</p> <p><u>Summative task – To interpret and use timetables and cost information to determine a travel schedule</u></p> <p>To interpret and use timetables and cost information to determine a travel schedule.</p>		

SCIENCE ACHIEVEMENT STANDARD

By the end of Year 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another when generating electricity. They explain how natural events cause rapid change to Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge helps us to solve problems and inform decisions and identify historical and cultural contributions.

Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using appropriate representations and construct multimodal texts to communicate ideas, methods and findings.

		SEMESTER ONE		SEMESTER TWO	
SCIENCE	CURRICULUM KNOWLEDGE	<p>Making Changes</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.</p>	<p>Life on Earth</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.</p>	<p>Energy and Electricity</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.</p>	<p>Our changing world</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.</p>
	ASSESSMENT	<p><u>Summative task – Testing change: Reversible or Irreversible?</u></p> <p>To plan and investigate 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><u>Summative task – Investigating mouldy bread</u></p> <p>Students will 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. To 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>	<p><u>Summative task – Exploring energy and electricity</u></p> <p>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><u>Summative task – Explaining changes to the surface of Earth</u></p> <p>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>

HUMANITIES AND SOCIAL SCIENCES ACHIEVEMENT STANDARD

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.

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

HEALTH AND PHYSICAL EDUCATION ACHIEVEMENT STANDARD

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.

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	<p>Unit 1: Who influences me.</p> <p>Students will 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 will examine influences on health behaviour and construct a health message for their peers.</p>	<p>Unit 2: Let's all be active</p> <p>Students will investigate how physical activity creates opportunities for different groups to work together. Students will 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.</p>	<p>Unit 3: What am I drinking?</p> <p>Students will explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.</p>	<p>Unit 4: Transitioning</p> <p>Students will 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>
	ASSESSMENT	<p><u>Summative task -</u></p> <p>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.</p>	<p><u>Summative task -</u></p> <p>To describe the significance of physical activity to health and wellbeing, to describe their own and others' contributions to safety and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p>	<p><u>Summative task -</u></p> <p>To describe their own and others' contribution to health and wellbeing. To access and interpret health information, and apply decision-making skills to enhance their own and others' health and wellbeing.</p>	<p><u>Summative task -</u></p> <p>To investigate developmental changes and transitions and explain the influence of people and places on identities as they transition to secondary school. To recognise the influence of emotions and discuss factors that influence how people interact in new situations.</p>

		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<p>Students practise and refine fundamental movement skills to perform skills in a functional fitness rotation and combine fundamental movement skills and the elements of movement to create and perform movement sequences.</p> <p>Students discuss and learn the benefits of physical activity for their mind and body.</p> <p>Students also learn about Aerobic fitness and endurance and practice their running technique. They learn about pacing and breathing correctly ready for the Cross-Country Event.</p>	<p>In this unit Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing, sequences in authentic situations.</p> <p>Students: develop and combine fundamental movement skills to form athletic sequence</p>	<p>In this Unit Students demonstrate fundamental movement skills, object control, kicking and passing and offensive and defensive concepts in games. They apply skills, concepts and strategies to solve movement challenges in invasion games and apply strategies for working cooperatively and apply rules fairly.</p> <p>Students:</p> <ul style="list-style-type: none"> • understand and develop strategies for working cooperatively and apply rules fairly • develop and refine object control skills and apply concepts in game scenarios • demonstrate both offensive and defensive strategies in a game • apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges during games 	<p>Using a Game Sense and SEPEP approach students participate in a modified Striking/Fielding games.</p>

Summative task -

Students practise and refine fundamental movement skills to perform skills in a Gym Fun Rotation and combine fundamental movement skills and the elements of movement to create and perform movement sequences.

Summative task -

Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing, sequences in authentic situations.

Students: develop and combine fundamental movement skills to form athletic sequences

- become familiar with the elements of movement and their use in athletic sequences.
- create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement
- develop athletic-movement sequences in authentic running, jumping and throwing situations.

Summative task -

In this Unit Students demonstrate fundamental movement skills, object control, kicking and passing and offensive and defensive concepts in games. They apply skills, concepts and strategies to solve movement challenges in invasion games and apply strategies for working cooperatively and apply rules fairly.

Students:

- understand and develop strategies for working cooperatively and apply rules fairly
- develop and refine object control skills and apply concepts in game scenarios
- demonstrate both offensive and defensive strategies in a game
- apply innovative and creative thinking, and skills, concepts and strategies to solve movement challenges during games

Summative task -

In this Unit Students demonstrate fundamental movement skills, Object control, Striking. Students will design their own inclusive game including basic rules, scoring and fair play in one of the following categories Net/Wall, Invasion or Striking/Fielding

Students complete a Water Safety rotation developed from their Water Safe Schools Curriculum Competencies according to their Year level.

TECHNOLOGIES ACHIEVEMENT STANDARD

Design and Technologies

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.

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.

Digital Technologies

By the end of Year 6, students explain the fundamentals of digital system components (hardware, software and networks) and how digital systems are connected to form networks. They explain how digital systems use whole numbers as a basis for representing a variety of data types.

Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and implement their digital solutions, including a visual program. They explain how information systems and their solutions meet needs and consider sustainability. Students manage the creation and communication of ideas and information in collaborative digital projects using validated data and agreed protocols.

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES
TECHNOLOGIES	CURRICULUM KNOWLEDGE	<p>A-maze-ing digital designs</p> <p>In this unit students engage in a number of activities, including:</p> <ul style="list-style-type: none"> investigating the functions and interactions of digital components and data transmission in simple networks, as they solve problems relating to digital systems following, modifying and designing algorithms that include branching and repetition developing skills in using a visual programming language within a game context working collaboratively to create a new game. 	<p>Hands off!</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>
	ASSESSMENT	<p><u>Summative task - A-maze-ing digital designs: Portfolio</u></p> <p>Students describe digital systems and their components and explain how digital systems connect together to form a network. Students create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.</p>	<p><u>Summative task - Hands off! Portfolio</u></p> <p>Students design a solution to an environment's security need and make an electrical device that is part of the solution.</p>

THE ARTS ACHIEVEMENT STANDARD

Dance

By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They 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. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.

Drama

By the end of Year 6, students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making.

Students work collaboratively as they use the elements of drama to shape character, voice and movement in improvisation, playbuilding and performances of devised and scripted drama for audiences.

Media Arts

By the end of Year 6, students explain how points of view, ideas and stories are shaped and portrayed in media artworks they make, share and view. They 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.

Music

By the end of Year 6, students explain how the elements of music are used to communicate meaning in the music they listen to, compose and perform. They describe how their music making is influenced by music and performances from different cultures, times and places.

Students use rhythm, pitch and form symbols and terminology to compose and perform music. They sing and play music in different styles, demonstrating aural, technical and expressive skills by singing and playing instruments with accurate pitch, rhythm and expression in performances for audiences.

Visual Arts

By the end of Year 6, students explain how ideas are represented in artworks they make and view. They describe the influences of artworks and practices from different cultures, times and places on their art making.

Students use visual conventions and visual arts practices to express a personal view in their artworks. They demonstrate different techniques and processes in planning and making artworks. They describe how the display of artworks enhances meaning for an audience.

		SEMESTER ONE	SEMESTER TWO
THE ARTS	CURRICULUM KNOWLEDGE	Content was covered in 2022.	Visual Art Students will explore masks from around the world and examine how cultures represent themselves through the mask. They will then paint and decorate a mask to represent and celebrate themselves.
	ASSESSMENT		<u>Summative task</u> Students decorate a mask to represent themselves and reflect on their creation by writing an artistic statement.

		SEMESTER ONE		SEMESTER TWO	
		Term 1	Term 2	Term 3	Term 4
MUSIC	CURRICULUM KNOWLEDGE	<u>Music Around the World</u> In this unit, students will complete a music journal, exploring songs from around the world. Students will use musical language to describe the tempo and dynamics that they hear. Students will explore compound time rhythmic patterns.	<u>Drumming Partners</u> In this unit, students will explore more complex rhythms and play them on various classroom percussion instruments. Students will work on part-work skills and present a rhythmic duet to the class. Students will then complete a written reflection on their own performance and part-work skills.	<u>Let's Rap About Me</u> In this unit, students will create a four line rap about themselves and use the Garage Band app to create a matching drum beat. Students will explore common themes in rap music and use their knowledge of melodies to perform their own rap.	<u>Pop and Hip Hop</u> In this unit, students will analyse the parts of a pop song and explore the common reasons where and why people make these kinds of songs.
	ASSESSMENT	<u>Summative task</u> Complete a world music journal and aurally analyse songs from different cultures.	<u>Summative task</u> Perform a Rhythm Duet on classroom drums with a partner and complete a written reflection sheet.	<u>Summative task</u> Compose a four line rap and record yourself performing it with a drum beat in Garage Band app	<u>Summative task</u> Aurally analyse the parts of a pop song, using an unknown Aboriginal song.

LANGUAGES ACHIEVEMENT STANDARD

By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as *まい日*、*ときどき*. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as *そして*、*それから*. They show concern for and interest in others by making enquiries such as *だいじょうぶ?*, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for

example, *いぬ*、*小さい*、*あめ*、*雨*. Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, *やさしい人* *です*. They create connected texts of a few sentences, such as

descriptions, dialogues or skits. They structure sentences using particles, for example, *へ*、*で*、*を*、*が* and prepositions, for example, *の* *上* *に*, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective *です*. noun *でした*. and present/past/negative verb forms, for example, *の*

みます、*たべます*、*見ました*、*いきません*. They use counter classifiers in response to questions such as *いくら* *です* *か*。 *なんびき?* *なんこ?*. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures.

Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as *を*、*へ*、*は*, and *です*. They understand and apply the rules and phonetic changes related to counter classifiers, such as *さんぜんえん*、*いっこ*、*はっぴき*. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as *パソコン*、*メール*、*パスタ*, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, *じょうず* *です* *ね*。 *いいえ*。 .

		SEMESTER ONE		SEMESTER TWO	
		Term 1	Term 2	Term 3	Term 4
LANGUAGES - JAPANESE	CURRICULUM KNOWLEDGE	<p>Unit 1: How Do We Celebrate?</p> <p>In Term 1, Years 5 and 6 students will be engaged in a comparative study of seasonal celebrations. They will focus on language structures including: sentence building, questioning, particles, and the use of adjectives and time.</p>	<p>Unit 2: What is Character?</p> <p>In this unit, students use language to create and describe action heroes to entertain others.</p> <p>Students will:</p> <ul style="list-style-type: none"> • engage with a range of spoken and written imaginative texts about the representation of action heroes • reinterpret or create alternative versions of action heroes using different modes or contexts • design an action hero with their qualities portrayed in a comic strip • participate in intercultural experience to notice, compare and reflect on language and culture. 	<p>Unit 3: How Do We Play?</p> <p>In Term 3, students are learning the concept of play and its universality across cultures. They discuss group play activities and plan and demonstrate group games. Students translate game rules. They reflect on cultural values expressed through game play.</p>	<p>Unit 4: Mini Chef</p> <p>In term 4, students are learning about Japanese cuisine and eating habits. You will:</p> <ul style="list-style-type: none"> • learn about the foods Japanese kids eat for lunch. • make your own おべんとう. • compare expressions and eating culture used at mealtimes in Japan and Australia.
	ASSESSMENT	<p>Summative task – How do we celebrate? Collection of work: writing, analysing</p> <p>Students use written Chinese in an invitation by selecting familiar words in Pinyin or characters. Students recognise that languages change with time and notice how cultural differences may affect understanding.</p>	<p>Summative task – What is character? Collection of work: writing, reflecting</p> <p>Students create a hero, and describe the attributes and qualities that students admire. Students reflect upon how the created hero represents students' self-identity.</p>	<p>Summative task – How do we play? Collection of work: writing, speaking, analysing</p> <p>Students explain and play a game and reflect on the importance of pronouncing tones accurately.</p>	<p>Summative task – Mini chef: Collection of work - speaking, reflecting</p> <p>Students collaborate in following a recipe, by responding to familiar instructions and questions. Students identify Hanzi used in compound words and understand how they convey meaning. Students reflect on language and practices around meals.</p>