

Kedron State Schools Expectations

- Be Respectful**
- Be Responsible**
- Be Safe**
- Be a Learner**

Choose your Attitude 	Quiet 	Be Organised 	Following Directions 	Getting Started 
Staying on Task 	Scan for Clues 	Ask for Help 	Completing Task 	Is this my Best Work? 

Year 6 Curriculum – Term 1

Year Level Teachers – Dale Vickers, Katie Penley

English

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 entertaining effects. 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.

Specific learning opportunities

- comprehending narrative texts
- making comparisons between narrative texts, specifically language features, text structure, point of view and mood
- making meaning from vocabulary choices and identifying the way evaluative language expresses shades of meaning in literary texts
- proofreading own and others' work, as well as making and explaining editorial choices
- analysing how humour in different texts is used to entertain an audience
- writing complex sentences using subordinating conjunctions
- elaborating and extending ideas using complex sentences when creating literary texts
- experimenting with text structures and language features when creating literary texts including sentence variation and word choice
- to adapt authors' use of plot structure, language features, nouns, noun groups, verbs and adverb groups.

Assessment

Reading comprehension

Writing a short, innovative story

Maths

Number and place value - Identify and describe properties of prime and composite numbers, and select and apply mental and written strategies to problems involving all four operations.

Fractions and decimals - Order and compare fractions with related denominators, add and subtract fractions with related denominators, calculate the fraction of a given quantity, and solve problems involving the addition and subtraction of fractions.

Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments.

Money and financial mathematics - investigate and calculate percentage discounts of 10%, 25% and 50% on sale items.

Using units of measurement - solve problems involving the comparison of lengths and areas, and interpret and use timetables.

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.

Assessment

Interpreting and comparing data displays

Interpreting and using timetables

Investigating and solving problems involving area

Science

Making changes

In this unit 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.

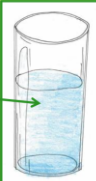
Assessment

Testing change: Reversible or irreversible?

Properties of liquids

Liquids:

- flow and take on the shape of the container they are in
- can not be compressed
- take up space and have mass.



Led by Mrs Penley

Humanities and Social Science – HaSS

Australia in the past

In this unit, students will explore the following inquiry question:
How have key figures, events and values shaped Australian society, its system of government and citizenship?

Learning opportunities support students to:

- examine the key figures, events and ideas that led to Australia's Federation and constitution
- recognise the contribution of individuals and groups to the development of Australian society since Federation
- investigate the key institutions, people and processes of Australia's democratic and legal system
- locate, collect and interpret information from primary sources
- sequence information about events and the lives of individuals in chronological order
- develop arguments
- use criteria to make decisions and judgments
- work in groups to generate responses to issues and challenges
- propose action in response to issues and challenges.

Led by Mr Vickers

The ARTS

Dramatic transformations

In this unit, students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, mask, movement, media, props and alternative performance spaces.

Students will:

- explore dramatic action, empathy and space in drama forms that use more than the human body through improvisations, play building and scripted drama to develop characters and situations
- develop skills and techniques of voice and movement to create character, mood and atmosphere, and focus dramatic action in drama forms that use more than the human body
- rehearse and perform devised and scripted drama, in drama forms that use more than the human body, to develop narrative, drive dramatic tension, and use dramatic symbol performance styles and design elements to share community and cultural stories and engage an audience
- explain how the elements of drama

Led by Mrs Davison

Health

Who influences me?

Students explain the influence of people and place 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.

Assessment

Project: Students investigate role models and their influence on health behaviours. They apply a problem-solving process to create a health message for their peers.

Led by Mrs Oxenham

Design Technology – Semester 1

Engineering principles and systems: Hands off

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 an electrical device that is part of the solution.

They will examine the role of people in engineering technology occupations in developing solutions for current and future use.

Students will apply the following processes and production skills:

- Investigating by:
 - the analysis of technologies applied in security systems
 - the testing of circuits and devices that control movement, sound or light

Australian Curriculum – Parent Information sheets

Find specific information about the Australian Curriculum for your child's year level. These information sheets give an overview of what your child will typically learn in each of the eight learning areas.

[Information for parents years 5–6](#)