Yugumbir State School
Year 6 Yearly Overview Curriculum Plan
2023

CARING HEARTS
ENQUIRING MINDS
ENRICHING LIVES

		Term 1	Term 2	Term 3	Term 4
CLASS TEACHER	ENGLISH – V8 AC	**Short Stories** 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. 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.	**Examining Advertising in the Media** 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.	**Interpreting 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. They compare two novels by the same author to identify aspects of author style. Students prepare a response analysing author style in the novel, and participate in a panel discussion.	**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. Students 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.
CLASS TEACHER	MATHS – V8 AC– C2C	**Unit 1** Students develop understandings of: • Number and place value - Identify and describe properties of prime and composite numbers, 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 • 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 • Chance - Represent the probability of outcomes as a fraction or decimal and conduct chance experiments. • 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.	**Unit 2** Students develop understandings of: • Number and place value - select and apply mental and written strategies and Digital Technologies to solve problems involving multiplication and division with whole numbers, and identify, describe and continue square and triangular numbers. • Fractions and decimals - apply mental and written strategies to add and subtract decimals, solve problems involving decimals, make generalisations about multiplying whole numbers and decimals by 10, 100 and 1 000, apply mental and written strategies to multiply decimals by one-digit whole numbers, and 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 and explore the use of order of operations to perform calculations. • Using units of measurement - make connections between volume and capacity • Shape - problem solve and reason to create nets and construct models of simple prisms and pyramids. • 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.	**Unit 3** Students develop understandings of: • 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. • 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 tenths and hundredths, and solve problems involving fractions and decimals. • Money and financial mathematics - connect fractions and percentage, calculate percentages and discounts, calculate discounts of 10%, 25% and 50% on sale items. • Patterns and algebra - create and complete sequences involving fractions and decimals, describe the rule used to create the sequence and apply the order of operations to aid calculations when solving problems. • Using units of measurement - connect decimals to the metric system, convert between units of measure, compare length and solve problems involving length and area and connect volume and capacity. • Location and transformation - identify the four quadrants on a Cartesian plane, plot and locate ordered pairs in all four quadrants, apply one-step transformations and describe combinations of translations, reflections and rotations.	**Unit 4** Students develop understandings of: • Number and place value -, solve problems using the order of operations, solve multiplication and division problems using a written algorithm. • 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. • Patterns and algebra – represent number patterns in a table and graphically, use rules to continue patterns, write a rule to describe a pattern, apply the rule to find the value of unknown terms • Location and transformation - apply translations, reflections and rotations to create symmetrical shapes. • Geometric reasoning - 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. • Chance – 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. • Data representation and interpretation - compare primary and secondary data, source secondary data, explore data displays in the media, problem solve and reason by interpreting secondary data.

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CLASS TEACHER	SCIENCE – V8 AC – C2C	**Making Changes** Students 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.	**Energy and Electricity** Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students 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 identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability.		**Our Changing World** Students explore how sudden geological changes 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. 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.	**Life on Earth** Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.
CLASS TEACHER	HASS - V8 AC – C2C	**Unit 1: Australia in the Past** Inquiry questions: *How have key figures, events and values shaped Australian society, its system of government and citizenship?* In this unit, students: • 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 • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.	**Unit 2: Australians as Citizens** Inquiry questions: *What does it mean to be an Australian citizen?* *How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?* In this unit, students: • recognise the responsibilities of electors and representatives in Australia's democracy • consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens • identify different points of view and solutions to an issue • generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children • investigate stories of groups of people who migrated to Australia since Federation • sequence information about events and represent time by creating timelines • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials.	**Unit 5: Making Decision to Benefit my Community** Inquiry questions: *How can resources be used to benefit individuals, the community and the environment?* In this unit, students: • 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 ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.	**Unit 3: Australia in a Diverse World** Inquiry questions: *How do places, people and cultures differ across the world?* In this unit, students: • examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia • investigate differences in the economic, demographic and social characteristics of countries across the world • consider the world's cultural diversity, including that of its indigenous peoples • identify Australia's connections with other countries • organise and represent data in large- and small-scale maps using appropriate conventions • interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms.	**Unit 4: Australia's Global Connections** Inquiry questions: *How do Australia's global connections influence my role as a global citizen?* In this unit, students: • identify how Australia's connections with other countries change people and places • recognise the effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places • develop appropriate questions to frame an investigation • locate and collect useful data and information from primary and secondary sources • organise and represent data in a range of formats, using appropriate conventions • interpret data to identify, patterns and trends, and to infer relationships • identify different points of view and solutions to an issue • reflect on their learning to propose action in response to an issue or challenge and describe the probable effects of their proposal • present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, graphing, communication conventions and discipline-specific terms.
CLASS TEACHER	HEALTH – V8 AC – C2C	**Let's All Be Active** Students investigate how physical activity creates opportunities for different groups to work together. Students 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. • .			**What Am I Drinking?** Students 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.	**Transitioning** 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.
CLASS TEACHER	THE ARTS – V8 AC	**Graffiti and Street Arts** The focus of this unit is to appreciate and understand the ideas that artists are trying to convey throughout street art. Students will explore freedom of expression vs. crime and punishment. Students will explore the street artist 'Banksy' and design their own tags conveying their own meaning. •			**Documentary - What's the story?** In this unit students create a documentary style film to tell the personal story of a classmate's experiences and memories at Yugumbir State School.	

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SPECIALISTT TEACHERS	TECHNOLOGIES – V8 AC	**Digital – A-maze-ing digital designs (CTC U1)** In this unit, students engage in a number of activities, including: • 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 maze game context • working collaboratively to create a new maze game.		**Design: Hands Off!** In this unit, students investigate how electrical energy can control movement, sound or light in a designed product or system. They design a solution to an environment's security need and make a prototype electrical device that is part of the solution.	
	C2C – V8 - LANGUAGES – Indonesian	**YEAR 6: Hobbies and Work** **(WAKTU LUANG & PEKERJAAN)** Students will explore the language of physical and leisure activities.	**YEAR 6: Hobbies and Work** **(WAKTU LUANG & PEKERJAAN)** Students will explore interesting jobs in the workplace and the tools needed for success.	**YEAR 6: What to wear?** **(DIA MEMAKAI APA?)** Students will explore traditional Indonesian garments and the language of everyday clothing.	**YEAR 6: Consolidation** **(Revision)** Students will revise all units studied and demonstrate their accumulated knowledge of vocabulary as committed to memory, including the identification of loan words.
	HPE - V8 AC	**People in motion** Students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses.	**Fitness Fun** Students explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component.	**All Codes Football** Students develop and perform the specialised movement skills of passing, kicking and catching in 'All codes' football game situations. They propose and combine movement concepts and strategies to achieve outcomes in 'All codes' football..	**Over the Net** Students perform specialised tennis skills. They combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They demonstrate fair play and skills to work collaboratively during tennis activities and games.
	MUSIC – V8 AC	**Music, Chords and Emotions** Students will explore the relationship between the elements of music and emotional message communicated in music. They continue guitar skills, moving playing a range of chords. They will learn strategies to derive notes for major and minor chords, and become familiar with the aural quality for each.		**Music is Organised Sound** Students will explore the building blocks of music – sound – and discover how ***any*** sound can have a musical purpose if it is used purposefully. They will learn that music is organised, both on a small scale (patterns) and large scale (form). Students will make instruments, record and edit sounds, use sequencing programs, and create music that is structured and organised. -	