

## 2024 Year Six Curriculum Overview

Key Learning Area	Term 2
<b>English</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• engage in phonics, phonemic awareness, fluency, vocabulary, and comprehension to support them in all areas of literacy</li> <li>• engage in a novel study</li> <li>• analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events</li> <li>• compare and analyse information in different and complex texts, explaining literal and implied meaning</li> <li>• create detailed texts elaborating on key ideas for a range of purposes and audiences</li> </ul>
<b>Mathematics</b>	<p>Students will:</p> <p><i>Number and Algebra</i></p> <ul style="list-style-type: none"> <li>• recognise the properties of prime, composite, square and triangular numbers</li> <li>• solve problems involving all four operations with whole numbers</li> <li>• connect fractions, <i>decimals</i> and percentages as different representations of the same number</li> <li>• make connections between the powers of 10 and the multiplication and division of decimals</li> <li>• write correct number sentences using brackets and order of operations</li> </ul> <p><i>Measurement and Geometry</i></p> <ul style="list-style-type: none"> <li>• construct simple prisms and pyramids</li> <li>• solve problems using the properties of angles</li> <li>• connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation</li> <li>• make connections between capacity and volume</li> <li>• describe combinations of transformations</li> </ul> <p><i>Statistics and Probability</i></p> <ul style="list-style-type: none"> <li>• describe probabilities using simple fractions, decimals and percentages</li> <li>• compare observed and expected frequencies</li> </ul>
<b>Science</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• investigate changes that can be made to materials and how these changes are classified as reversible or irreversible</li> <li>• plan investigation methods using fair testing to answer questions</li> <li>• identify and assess risks, make observations, accurately record data and develop explanations</li> <li>• suggest improvements, which can be made to their methods to improve investigations</li> <li>• 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</li> </ul>
<b>Humanities and Social Sciences</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• develop understanding about government and democracy, laws and citizens and citizenship, diversity and identity.</li> <li>• study the key institutions of Australia's democratic government, including state/territory and federal parliaments, and the responsibilities of electors and representatives (government and democracy).</li> <li>• learn how state/territory and federal laws are made in a parliamentary system (law).</li> </ul>

	<ul style="list-style-type: none"> <li>• examine Australian citizenship and reflect on the rights and responsibilities that being a citizen entails (citizenship and identity),</li> <li>• explore the obligations that people may have as global citizens (citizenship, diversity and identity).</li> </ul>
Japanese	<p>Students will:</p> <ul style="list-style-type: none"> <li>• engage with a range of spoken and written texts to describe their pet</li> <li>• create a poster of their pet</li> <li>• understand and apply knowledge of adjectives and text features to describe their pet</li> </ul>
Health and Physical Education	<p>Students will:</p> <ul style="list-style-type: none"> <li>• participate in physical activities designed to enhance fitness, manipulating and modifying elements to perform movement sequence</li> <li>• investigate how physical activity creates opportunities for different groups to work together</li> <li>• identify how physical activity contributes to individual and community wellbeing</li> <li>• collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity</li> </ul>
The Arts	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Compose &amp; perform a piece of music using ostinato, melody and accompaniment for an audience.</li> <li>• Describe and discuss music you compose and perform.</li> </ul>
Technology	<p>Students will:</p> <ul style="list-style-type: none"> <li>• investigate a range of materials and explore their features and characteristics</li> <li>• work in groups and select materials that are relevant to their design solution and use these to create a model of a skate ramp</li> <li>• test their creations and make amendments where needed</li> </ul>