

OXENFORD STATE SCHOOL YEAR 6 ~ CURRICULUM OVERVIEW

| Learning Areas | SEMESTER 1 | | SEMESTER 2 | |
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| | Term 1 | Term 2 | Term 3 | Term 4 |
| ENGLISH | <p>You are an Author (C2C Unit 1) In this unit students listen to and read short stories by different authors. They investigate the ways authors use text structure and language features.</p> | <p>Examining and Creating advertising in the media (C2C Unit 2) 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>Texts from the Past (C2C Unit 4) In this unit, students listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts.</p> | <p>Save the World (C2C unit 6) 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> |
| | <p>Exploring Literary Texts by Same Author Panel Discussion (4 weeks over Term 1 and Term 2) In this unit students participate in a panel discussion to analyse and evaluate the style of an individual author.</p> | | | |
| | <p>Writing <i>Imaginative Response- A Short Story</i> Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices. Speaking <i>Panel Discussion- Persuasive Argument</i> students participate in a panel discussion and analyse and evaluate the style of an individual author.</p> | <p>Writing Persuasive Response- Multimodal Advertisement Students create a multimodal advertisement and explain how it persuades the viewer. Reading Comprehension of an unfamiliar fictional text Students analyse and compare text structures and language features authors use to influence readers</p> | <p>Writing <i>Informative/imaginative response- Letter to the Future</i> Students write a letter to a student in the future to evoke a sense of time and place. Reading Comprehension <i>Short answer questions</i> Students read and comprehend a letter from a different historical context and analyse and explain language features.</p> | <p>Reading and Writing <i>Persuasive response</i> Students analyse and compare information and ideas presented about a topic of importance between a literary and informative text. They develop and argue a point of view. Speaking <i>Informative response</i> Students will pitch their economic idea linked to HASS unit</p> |
| MATHEMATICS | <p>Number and Algebra Fractions, decimals, and integers Data representation and interpretation (Statistics and Probability) Measurement & Geometry (Locating ordered pairs and describing transformations)</p> | <p>Number and Algebra Number properties and sequencing whole numbers, fractions, and decimals. Measurement and Geometry (Interpreting and using timetables) Statistics & Probability (Describing probabilities and comparing frequencies)</p> | <p>Number and Algebra Order of operations and solving problems. Measurement and Geometry (Solving problems involving length, area, volume, and capacity) Measurement and Geometry – Geometric Reasoning</p> | <p>Number and Algebra Calculating fractions and decimals. Number and Algebra - Money and financial mathematics Calculating percentage discounts</p> |
| | <p>Calculating fractions, decimals, and integers <i>Short answer questions</i> Students solve problems involving the addition and subtraction of related fractions. They calculate a simple fraction of a quantity, describe rules for sequences involving fractions, decimals. Students describe the use of integers in everyday contexts, locate integers on a number line.</p> <p>Interpreting and comparing data displays <i>Investigation</i> To interpret, compare and analyse data displays to make decisions.</p> <p>Locating integers <i>Short answer questions</i> Students locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.</p> | <p>Identifying number properties <i>Short answer questions</i> Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication.</p> <p>Interpreting and using timetables <i>Short answer questions</i> To interpret and use timetables and cost information to determine a travel schedule.</p> <p>Describing probabilities and comparing frequencies <i>Short answer questions</i> Students compare observed and expected frequencies and write probabilities using simple fractions, decimals, and percentages.</p> | <p>Applying the order of operations <i>Short answer questions</i> Students write and apply the correct use of brackets and order of operations in number sentences.</p> <p>Investigating angles <i>Short answer questions</i> Students solve problems using the relationships between angles on a straight line, vertically opposite angles, and angles at a point.</p> <p>Investigating pyramids and measurement <i>Assignment/Project</i> Students use simple strategies to reason and solve a shape and measurement inquiry question.</p> | <p>Calculating fractions and decimals <i>Short answer questions</i> Students solve problems involving the addition and subtraction of related fractions. They calculate a simple fraction of a quantity, describe rules for sequences involving fractions and decimals etc.</p> <p>Identifying percentage discounts <i>Short answer questions</i> Calculate common percentage discounts on sale items and connect fractions, decimals and percentages as different representations of the same number.</p> |

| | Chemical science | Physical science | Earth and space science | Biological science |
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| SCIENCE | Making changes (C2C Unit 1) Students will investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. | Energy and electricity (C2C Unit 2) Students will investigate electrical circuits as a means of transferring and transforming electricity. | Our Changing World (C2C Unit 3) Students explore the effects of earthquakes and volcanoes on Earth's surface and how communities are affected by these events. | Life on Earth (C2C Unit 4) Students will explore the environmental conditions that affect the growth and survival of living things. |
| | Reversible/Irreversible Experimental Investigation Students plan and conduct an investigation into 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. | Energy and electricity Supervised assessment Students will design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. | Explaining Natural Events and Change Research Students explain how to explain how natural events cause rapid changes to the Earth's surface, identify contributions to the development of science by people from a range of cultures, and identify how research can improve data. | Investigating mouldy bread Experimental investigation Students 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. |
| HASS | Australia in the Past - Federation & The Australian Parliament – Democracy INQUIRY QUESTIONS <ul style="list-style-type: none"> How have key figures, events and values shaped Australian society, its system of government and citizenship? How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia? | Australia in Diverse World (Exploring Asia) INQUIRY QUESTION <ul style="list-style-type: none"> How do places, people and cultures differ across the world? | Australia's global connections (C2C Unit 4) INQUIRY QUESTION <ul style="list-style-type: none"> How do Australia's global connections influence my role as a global citizen? | Making decisions to benefit the community INQUIRY QUESTION <ul style="list-style-type: none"> How can limited resources be used to benefit a community? |
| | Australia in the past- Portfolio Students explain the significance of key people, events, institutions and processes to the development of the Australian nation. Global citizens- Project Students investigate the rights and responsibilities of Australian citizens today and the experiences of Australian democracy and citizenship for different groups in the past. | Australia in a diverse world Research Students demonstrate an understanding of the diversity of places by representing, interpreting and describing data and information about the characteristics of places. | Australia's global connections Report Students conduct an inquiry to answer the question: 'How does tourism at the Great Barrier Reef affect people and places?' | Making Decisions to benefit the community Oral Presentation Students explain ways that resources can be used to benefit individuals, the community, and the environment Cross curricular with English - HASS: Students pitch their economic idea |
| Technology | Drone City Students will be creating a digital program that makes their drone travel through a series of circuits. Students will understand how drones are now used by emergency services to evaluate the most effective flight paths to deliver aid when a natural disaster occurs. | | Wildlife Warriors Students will investigate characteristics and properties of a range of materials, systems, components, tools and equipment, and evaluate their suitability for use. They will design a product to meet an identified need or opportunity for wildlife in their local area. | |

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| HEALTH AND PHYSICAL EDUCATION | HEALTH Let's all be active (C2C Unit 2) 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. | HEALTH Transitioning Students investigating developmental changes and transitions and explain the influence of people and places on identities as they transition to secondary school. They recognise the influence of emotions and discuss factors that influence how people interact in new situations. |
| | PHYSICAL EDUCATION People in motion In this context, students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete a fitness test, cross country in Term One and a variety of athletic skills in Term Two. Assessment :Practical Demonstration, Observation | PHYSICAL EDUCATION All Codes Football Students perform specialised movement skills, propose, and combine movement concepts and strategies to achieve movement outcomes in "All codes" football. Assessment: Game and Reflection |
| The Arts | MUSIC Unit 3: <i>Rhythmic Riot</i> In this unit, students make and respond to music by exploring the concept of ostinato - a rhythmic or melodic pattern that is repeated throughout a section or a whole piece of music. Assessment: Presentation and Planning Notes | MUSIC Unit 1 <i>Going to the Movies</i> In this unit, students make and respond to music exploring pieces of music that tell a story, and music that appears in film. Assessment: Presentation and Reflection |
| | DANCE Adventures in Dance (C2C Band 5-6 Dance Unit 3) Students make and respond to dance by exploring ways that dance can be used to express adventure stories drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms. Assessment: Presentation and Reflection | DRAMA Natural Disasters (C2C Band 5-6 Unit 1) Students make and respond to drama exploring the impact of natural disasters on communities including stories and accounts as stimulus. |