OXENFORD STATE SCHOOL YEAR 6 ~ CURRICULUM OVERVIEW

Learning Areas	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
ENGLISH	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.	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.	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 listen to and read short stories by different authors. They investigate the ways Paul Jennings use text structure and language features to entertain. They then create their own short story.
	Summative Assessments ***Speaking and Listening*** ***Reading*** ***Writing***	*Summative Assessments* ***Speaking and Listening*** ***Reading*** ***Writing***	*Summative Assessments* ***Speaking and Listening*** ***Reading*** ***Writing***	*Summative Assessments* ***Speaking and Listening*** ***Reading*** ***Writing***
MATHEMATICS	**Students have opportunities to develop understandings of:** **Number and Algebra** Fractions, decimals, and integers **Data representation and interpretation** (Statistics and Probability) **Measurement & Geometry** (Locating ordered pairs and describing transformations	**Students have opportunities to develop understandings of:** **Number and Algebra** Number properties and sequencing whole numbers, fractions, and decimals. **Measurement and Geometry** (Interpreting and using timetables) **Measurement and Geometry – Geometric Reasoning**	**Students have opportunities to develop understandings of:** **Number and Algebra** Order of operations and solving problems. **Measurement and Geometry** (Solving problems involving length, area, volume, and capacity **Statistics & Probability** (Describing probabilities and comparing frequencies)	**Students have opportunities to develop understandings of:** **Number and Algebra** Calculating fractions and decimals. **Number and Algebra - Money and financial mathematics** Calculating percentage discounts
	Calculating fractions, decimals, and integers Short answer questions 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. **Interpreting and comparing data displays** *Investigation* To interpret, compare and analyse data displays to make decisions. **Locating integers** Short answer questions Students locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations	**Identifying number properties** *Short answer questions* Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication. **Interpreting and using timetables** *Short answer questions* To interpret and use timetables and cost information to determine a travel schedule. **Investigating angles** *Short answer questions* Students solve problems using the relationships between angles on a straight line, vertically opposite angles, and angles at a point.	**Applying the order of operations** *Short answer questions* Students write and apply the correct use of brackets and order of operations in number sentences. **Investigating pyramids and measurement** *Assignment/Project* Students use simple strategies to reason and solve a shape and measurement inquiry question. **Describing probabilities and comparing frequencies** *Short answer questions* Students compare observed and expected frequencies and write probabilities using simple fractions, decimals, and percentages.	**Calculating fractions and decimals** Short answer questions 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. **Identifying percentage discounts** *Short answer questions* Calculate common percentage discounts on sale items and connect fractions, decimals and percentages as different representations of the same number.
SCIENCE	**Chemical science**	**Physical science**	**Earth and space science**	**Biological 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** Studentscollect, 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 Diverse World** **(Exploring Asia)** **INQUIRY QUESTION** • *How do places, people and cultures differ across the world?*	**Australia in the Past - Federation** **&** **The Australian Parliament – Democracy** **INQUIRY QUESTIONS** • *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's global connections** **(C2C Unit 4)** **INQUIRY QUESTION** • *How do Australia's global connections influence my role as a global citizen?*	**Making decisions to benefit the community** **INQUIRY QUESTION** • How can limited resources be used to benefit a community?
	Australia in a diverse world **Short Answer** Students will answer a series of questions about the geographical location of countries in Asia	**Australia in the past** **Portfolio** Students explain the significance of key people, events, institutions and processes to the development of the Australian nation.	**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
Technology	**Problem Solvers** 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 in their local area.		**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.	
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 2: Around the World with Music** In this unit students perform, compose and respond to music from other cultures. **Assessment** will gather evidence of the student's ability to: • collaborate to improvise compose and arrange sound, silence, tempo and volume in music that communicates ideas • perform music, demonstrating aural skills by singing and playing instruments with accurate pitch, rhythm and expression • describe and discuss similarities and differences between music they listen to, compose and perform discuss how they and others use the elements of music in performance and composition.		**MUSIC** Unit 3: ***Rhythmic Riot*** 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**	
	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. Students will also create some visual arts pieces to reflect their dramatic pieces.	