

## Term 1 Curriculum Overview

Year 6

	Mathematics	Reading	Writing	Concept
<b>Week 1</b> <i>Jan 31</i>	<b>First 15 Days of Mathematics</b> <i>Lesson Structures, Problem Solving, Warm Ups, Number Talks</i>	<b>First 15 Days of Reading</b> <i>Class Library, Choosing a Just Right Book, Independent Reading, Comprehension Strategies, Word Morphology, Fluency</i>	<b>First 15 Days of Writing</b> <i>Lesson Structure, Writers' Notebook, Writing Traits Exploration</i>	<i>The values, principles and institutions that underpin Australia's democratic forms of government are influenced by the all citizens of our country and have developed since the arrival of the First Fleet.</i>
<b>Week 2</b> <i>Feb 5</i>				
<b>Week 3</b> <i>Feb 12</i>				
<b>Week 4</b> <i>Feb 19</i>	<b>Integers</b>	<b>Comprehension (1&amp;2): Within &amp; Beyond the Text</b>	<b>Ideas</b>	
<b>Week 5</b> <i>Feb 26</i>	<b>Integers</b> <b>Location and Mapping</b>	<b>Comprehension (1&amp;2): Within &amp; Beyond the Text</b>	<b>Ideas</b>	
<b>Week 6</b> <i>Mar 4</i>	<b>Four Operations: Whole Number</b> <b>Number Types</b>	<b>Comprehension (1&amp;2): Within &amp; Beyond the Text</b> <b>Comprehension 3&amp;4: Text Study</b>	<b>Ideas</b>	
<b>Week 7</b> <i>Mar 11</i>	<b>Four Operations: Whole Number</b> <b>Number Types</b>	<b>Comprehension (1&amp;2): Within &amp; Beyond the Text</b> <b>Comprehension 3&amp;4: Text Study</b> <b>Word Solving</b>	<b>Ideas</b>	
<b>Week 8</b> <i>Mar 18</i>	<b>Four Operations: Whole Number</b> <b>Number Types</b> <b>Data and Statistics</b>	<b>Comprehension (1&amp;2): Within &amp; Beyond the Text</b> <b>Comprehension 3&amp;4: Text Study</b>	<b>Organisation</b>	
<b>Week 9</b> <i>Mar 25</i>	<b>Four Operations: Whole Number</b> <b>Data and Statistics</b>	<b>Comprehension (1&amp;2): Within &amp; Beyond the Text</b> <b>Comprehension 3&amp;4: Text Study</b>	<b>Organisation</b>	

*Where a learning cycle appears for the first time, students will generally undertake some form of pre-assessment. This may be in the form of an online test, a 'quick check', an academic game or another form of student work sample.*

*Where learning cycles are outlined to be completed is where post-testing is likely to occur. Teaching teams also engage with formative assessment throughout learning cycles with students.*

# Term 1 Curriculum Overview: Mathematics

Year 6

	Essential Learning	Learning Targets
Week 4-5	<p><b>Integers:</b> Students compare, and order integers, representing them on a numberline and investigate integers in the real world.</p>	<ul style="list-style-type: none"> <li>→ I can investigate the use of integers in real world situations (temperature, sea levels, golf, money-credit/debit, data representations)</li> <li>→ I can compare and order integers (negative and positive) on a number line</li> <li>→ I can explain what an integer is</li> </ul>
Week 5-7	<p><b>Location and Mapping:</b> Students plot coordinates in any of the four quadrants on the Cartesian plane.</p>	<ul style="list-style-type: none"> <li>→ I can find coordinates for a given point</li> <li>→ I can create a Cartesian plane</li> <li>→ I can locate and plot ordered pairs of integers (coordinates) on the Cartesian plane</li> <li>→ I understand and can explain the Cartesian plane coordinate system</li> </ul>
Week 6-9	<p><b>Four Operations: Whole Number</b> Students solve problems that involve all four operations using whole numbers.</p>	<ul style="list-style-type: none"> <li>→ I can use a range of efficient strategies to solve contextual problems involving division, representing remainders as decimals (Sem 2 with decimals)</li> <li>→ I can use a range of efficient strategies to solve contextual problems involving all four operations (with whole numbers)</li> </ul> <p>Multiplication learning targets are with 3 or 4-digit numbers x 2-digit number Division learning targets are with 3 or 4-digit numbers ÷ 1-digit number with remainders</p>
Week 6-8	<p><b>Number Types:</b> I can identify, describe and represent the properties of a range of different number types.</p>	<ul style="list-style-type: none"> <li>→ I can identify triangular numbers and describe their properties</li> <li>→ I can identify square numbers and describe their properties</li> <li>→ I can identify prime and composite numbers and describe their properties</li> </ul>
Week 8-9	<p><b>Data and Statistics:</b> Students interpret, compare, and analyse data.</p>	<ul style="list-style-type: none"> <li>→ I can construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables</li> <li>→ I can explain what categorical variables are</li> <li>→ I can pose and refine questions when collecting categorical or numerical data</li> <li>→ I can interpret and draw conclusions from secondary data sets</li> <li>→ I can explain the difference between primary and secondary data</li> </ul>

## Term 1 Curriculum Overview: Reading

Year 6

	Essential Learning	Learning Targets
Week 4-9	<p><b>Comprehension (1&amp;2):</b> Within &amp; Beyond the Text: I can identify and analyse information within a text to build literal comprehension of a text as well as beyond the text to build inferred comprehension of a text.</p>	<ul style="list-style-type: none"> <li>→ I can make synthesise information by making connections using my prior knowledge, experiences and texts</li> <li>→ I can find specific literal information (QAR- “right there”, “think and search”)</li> <li>→ I can infer and make predictions (QAR- “author and me”, “on my own”)</li> <li>→ I can ask and answer questions relevant to the text</li> <li>→ I can find the main idea of a text (themes and determining importance)</li> <li>→ I can summarise a text, focusing on key information</li> <li>→ Using MSV and prior knowledge to read a range of texts</li> <li>→ Critical Literacy: Gather and Organise- Consider your purpose as a reader when locating texts to gather and organise information.</li> <li>→ Critical Literacy: Evaluation- Evaluate texts based on suitability for purpose, credibility, and relevance</li> </ul>
Week 6-9	<p><b>Comprehension 3&amp;4: Text Study:</b> I can analyse and explain how authors can use text structures, language features, images and vocabulary to achieve particular effects.</p>	<ul style="list-style-type: none"> <li>→ I can identify:               <ul style="list-style-type: none"> <li>◆ Modality</li> <li>◆ Emphasis</li> <li>◆ Repetition</li> <li>◆ and metaphor</li> </ul> </li> <li>→ I can explain how these language features can be used to influence an audience/reader</li> <li>→ I can explain how these language features influence my feeling about a text/topic</li> <li>→ I can explain innovation and identify innovation on text structures (including hybrids)</li> <li>→ I can explain and identify word play/language features that give a particular effect (author's purpose: PIE)</li> <li>→ I can identify similarities and differences between texts</li> <li>→ I can describe and discuss similarities and differences between texts</li> <li>→ I can evaluate characteristics that define an author's individual style</li> <li>→ I can evaluate similarities and differences in texts on similar topics, themes or plots</li> <li>→ Identify and explain how analytical images (eg. figures, tables, diagrams, maps and graphs) help us understand verbal information (e.g. speeches).</li> <li>→ Identify the relationship between words, sounds, imagery and language patterns in narratives</li> <li>→ Identify the relationship between words, sounds, imagery and language patterns in poetry</li> </ul>
Week 7-9	<p><b>Word Solving:</b> I can use my knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts.</p>	<ul style="list-style-type: none"> <li>→ I can select, navigate and read increasingly complex texts for a range of purposes.</li> <li>→ I can apply appropriate text processing strategies such as word identification, self-monitoring and self-correcting.</li> <li>→ I can consolidate meaning by recalling information I have read.</li> <li>→ I can connect my knowledge of subject and technical vocabulary, and concept knowledge to new reading tasks.</li> </ul>

## Term 1 Curriculum Overview: Writing

Year 6

	Essential Learning	Learning Targets
Week 4-7	<p><b>Ideas:</b> The piece's content – its central message and details that support that message.</p>	<ul style="list-style-type: none"> <li>→ I can consistently include ideas that support a less common underlying theme, when writing to entertain</li> <li>→ I am beginning to use literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere</li> <li>→ I am beginning to include counter arguments, elements of discussion, evaluation and review when writing persuasively</li> <li>→ I can consistently include two or more clearly elaborated arguments to support my position, when writing to persuade</li> <li>→ I am beginning to compare and contrast, and explain and analyse when writing to inform</li> <li>→ I can consistently develop my ideas by using details, examples, and by drawing upon research, when writing to inform</li> <li>→ I can write to inform, entertain and persuade, for a range of audiences and purposes, demonstrating higher order thinking.</li> </ul>
Week 8-9	<p><b>Organisation:</b> The internal structure of the piece – the thread of logic, the pattern of meaning.</p>	<ul style="list-style-type: none"> <li>→ I consistently orientate the reader to the purpose and content of my text. -</li> <li>→ I consistently use cohesive devices to: alert the reader about how the text is unfolding , to link ideas across a text, and to express cause and effect</li> <li>→ I am experimenting with selecting text forms or types to effectively support my ideas</li> <li>→ I am beginning to experiment with, and intentionally select, structural elements for effect</li> <li>→ I am beginning to organise related information, ideas and paragraphs into sections</li> <li>→ I consistently write cohesive paragraphs that develop one main idea in depth</li> </ul>