

Term 4 Curriculum Overview

Year 6

	Mathematics	Reading	Writing	Social & Emotional Learning	Concept
Week 1 <i>October 7</i>	Money Time	Comprehension (1&2): Within & Beyond the Text Word Solving	Presentation	<p style="text-align: center;"><u>SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT</u></p> <p>Value focus: <i>Respect</i></p> <p>Fortnightly behaviour foci:</p> <ul style="list-style-type: none"> ● Be courteous ● Be fair ● Take care of the environment ● Take care of self and others ● Take care of equipment ● Revision <p style="text-align: center;"><u>RESILIENCE, RIGHTS & RESPECTFUL RELATIONSHIPS</u></p> <p><i>Topic 8: Positive gender-relations</i></p>	<p><i>Enduring Understanding: Design and digital technologies contribute to meeting present and future needs.</i></p> <p>I can investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use. (VCDSTS033)</p> <p>I can develop project plans that include consideration of resources when making designed solutions. (VCDSCD042)</p> <p>I can examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data. (VCDTDS026)</p> <p>I can examine how whole numbers are used as the basis for representing all types of data in digital systems. (VCDTDI027)</p> <p>I can design, modify and follow simple algorithms represented diagrammatically and in English. (VCDTCD032)</p>
Week 2 <i>October 14</i>	Money Time Chance and Probability	Comprehension (1&2): Within & Beyond the Text Word Solving	Presentation		
Week 3 <i>October 21</i>	Money Time Data & Statistics	Comprehension (1&2): Within & Beyond the Text Word Solving	Presentation		
Week 4 <i>October 28</i>	Money Time	Comprehension (1&2): Within & Beyond the Text Comprehension 3&4: Text Study Word Solving	Presentation		
Week 5 <i>November 4</i>	Transformations Location & Mapping	Comprehension (1&2): Within & Beyond the Text Comprehension 3&4: Text Study Word Solving	Presentation		
Week 6 <i>November 11</i>	<p><i>Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.</i></p>	Comprehension (1&2): Within & Beyond the Text Comprehension 3&4: Text Study Word Solving	<p><i>Learning Cycles for this week will be decided upon by the Collaborative Teaching Team and will be dependent upon student need. All core learning cycles will have been completed by this time and learning will be determined based on student data.</i></p>		
Week 7 <i>November 18</i>		Comprehension (1&2): Within & Beyond the Text Comprehension 3&4: Text Study Word Solving			
Week 8 <i>November 25</i>		Comprehension (1&2): Within & Beyond the Text Word Solving			
Week 9 <i>December 2</i>		Comprehension (1&2): Within & Beyond the Text Word Solving			
Week 10 <i>December 9</i>		Comprehension (1&2): Within & Beyond the Text Word Solving			
Week 11 <i>December 16</i>		Comprehension (1&2): Within & Beyond the Text Word Solving			

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 4 Curriculum Overview: Mathematics

Year 6

	Essential Learning	Learning Targets
Week 1-4	<p style="text-align: center;">Money: Students investigate and calculate percentage discounts</p>	<ul style="list-style-type: none"> → I can apply a percentage discount and determine the resulting purchase price → I can calculate a percentage of a given total (common percentages ie: 10%, 25%, 50%)
Week 1-4	<p style="text-align: center;">Time: Students solve problems involving time and timetables</p>	<ul style="list-style-type: none"> → I can develop a simple timetable for personal use → I can use a timetable in everyday situations, including public transport → I can identify the key features of common timetables → I can calculate and compare elapsed time, using an appropriate unit → I can measure, calculate and compare the duration of events.
Week 2	<p style="text-align: center;">Chance and Probability: Students compare the frequency of events and communicate the probability of events using ratios, fractions, decimals, and percentages.</p>	<ul style="list-style-type: none"> → I can compare the results of chance experiments to the predicted outcomes → I can conduct repeated trials of chance experiments, using both small and large numbers of trials, and compare the results → I can represent probabilities using ratios → I can represent probabilities using percentages → I can represent probabilities using decimals
Week 3	<p style="text-align: center;">Data and Statistics: Students interpret, compare, and analyse data.</p>	<ul style="list-style-type: none"> → I can construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables → I can explain what categorical variables are → I can pose and refine questions when collecting categorical or numerical data → I can interpret and draw conclusions from secondary data sets → I can explain the difference between primary and secondary data
Week 5	<p style="text-align: center;">Location and Mapping: Students plot coordinates in any of the four quadrants on the Cartesian plane</p>	<ul style="list-style-type: none"> → I can create a Cartesian plane → I can locate and plot ordered pairs of integers (coordinates) on the Cartesian plane → I understand and can explain the Cartesian plane coordinate system
Week 5	<p style="text-align: center;">Transformations: Students investigate transformations of shape on the Cartesian plane</p>	<ul style="list-style-type: none"> → I can create tessellations → I can carry out combinations of transformations on the cartesian plane → I can carry out and describe the effect of combinations of transformations on simple and composite shapes

Term 4 Curriculum Overview: Reading

Year 6

	Essential Learning	Learning Targets
<p style="text-align: center;">Week 1-11</p>	<p>Comprehension (1&2): Within & 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"> → I can make synthesise information by making connections using my prior knowledge, experiences and texts → I can find specific literal information (QAR- “right there”, “think and search”) → I can infer and make predictions (QAR- “author and me”, “on my own”) → I can ask and answer questions relevant to the text → I can find the main idea of a text (themes and determining importance) → I can summarise a text, focusing on key information → Using MSV and prior knowledge to read a range of texts → Critical Literacy: Gather and Organise- Consider your purpose as a reader when locating texts to gather and organise information. → Critical Literacy: Evaluation- Evaluate texts based on suitability for purpose, credibility, and relevance
<p style="text-align: center;">Week 4-7</p>	<p>Comprehension 3&4: Text Study: 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"> → I can identify: <ul style="list-style-type: none"> ◆ Modality ◆ Emphasis ◆ Repetition ◆ and metaphor → I can explain how these language features can be used to influence an audience/reader → I can explain how these language features influence my feeling about a text/topic → I can explain innovation and identify innovation on text structures (including hybrids) → I can explain and identify word play/language features that give a particular effect (author's purpose: PIE) → I can identify similarities and differences between texts → I can describe and discuss similarities and differences between texts → I can evaluate characteristics that define an author's individual style → I can evaluate similarities and differences in texts on similar topics, themes or plots → Identify and explain how analytical images (eg. figures, tables, diagrams, maps and graphs) help us understand verbal information (e.g. speeches). → Identify the relationship between words, sounds, imagery and language patterns in narratives → Identify the relationship between words, sounds, imagery and language patterns in poetry
<p style="text-align: center;">Week 1-11</p>	<p>Word Solving: 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"> → I can select, navigate and read increasingly complex texts for a range of purposes. → I can apply appropriate text processing strategies such as word identification, self-monitoring and self-correcting. → I can consolidate meaning by recalling information I have read. → I can connect my knowledge of subject and technical vocabulary, and concept knowledge to new reading tasks.

Term 4 Curriculum Overview: Writing

Year 6

	Essential Learning	Learning Targets
Week: 1-5	Presentation: The physical appearance of the piece.	<ul style="list-style-type: none">→ I use handwriting efficiently in both formal and informal situations.→ I am developing my own handwriting style that is legible and becoming fluent.→ I consistently show control and consideration over how I select, and where I place visual, audio and print elements.→ I demonstrate automaticity when using keyboarding and screen functions on my device.